
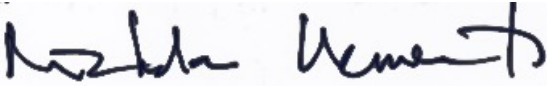


BRONTE SCHOOL



CURRICULUM POLICY (INCLUDING EYFS)

	Date	Signed
Date reviewed	Sept 2019	 (Mrs Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2019	 (Mr. Nicholas Clements, Proprietor)
Date of next review	SEPT 2021	



(See also the Learning Support Guidelines & Procedures)

1. Introduction

Bronte School provides full-time supervised education for pupils aged 3-11, providing them with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children and value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. We try our best to make learning fun. The school motto is Labor Ipse Voluptas, which means "Working for the joy of it", or "Enjoy work for its own sake."

2. Values

Bronte School's curriculum is underpinned by the values that we hold dear at our school and the British values of democracy, rule of law, individual liberty and respect and tolerance of faiths. 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.

These are the main values of our school, upon which we have based our curriculum.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for a diverse range of cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.
- We value the importance of the arts in our curriculum and the powerful impact it can have on learning.

3. **Aims and Objectives**

The aims of Bronte School's curriculum are:-

- To reflect the school's aims and ethos;
- To enable all children to learn, and develop their skills to the best of their ability within a framework of ambitious aims and high expectations;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid foundation for lifelong learning;
- To teach children the skills of literacy, numeracy and computer science;
- To enable children to be creative and appreciate the arts through experiencing drama, dance, art and music;
- To encourage children to develop their own thinking, ask questions and develop resilience.

To develop their own thinking;

- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage and its values;
- To understand and respect other cultures and religions;
- To prepare children to be positive citizens in society and to feel they can make a difference;
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- 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 live and work cooperatively with others;
- To enable children to be active and take responsibility for their own health.
- To provide an opportunity for children to play a musical instrument.

4. **Organisation and Planning**

We plan our curriculum in three phases. We agree a long-term plan which indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the renewed framework for literacy and numeracy as the basis for our planning, we take our medium-term planning from the guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects. We have noted the changes recommended in the revised National Curriculum for 2014 and amended our plans where necessary.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These documents may include tasks for other adults in the lesson.

We sometimes adopt an inter-disciplinary topic approach to curriculum planning or teach subjects (eg. history/geography) alternately in half-termly blocks. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Further detail on the organisation and planning of each subject is contained within the accompanying appendices to this policy.

5. **The Curriculum and Inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school, taking into account the ages, aptitudes and needs of all pupils. If we think it necessary to modify or extend some children's access to the curriculum, in order to meet their needs, then we do so, in consultation with parents.

If a child has a special need or disability, our school does all it reasonably can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher, in conjunction with the Head of Learning Support, makes an assessment of this need. In most instances the teacher is able to provide resources/support strategies that meet the child's needs within the normal class organisation. This is also assessed and discussed at termly pupil progress meetings. Please refer to the Learning Support Guidelines for specific information. However, we will also work with children on a 1:1 basis, or in a small group, outside the classroom if we feel this is more beneficial to the child. If a child's need is more severe, we involve the appropriate external agencies in making an assessment. We do our best to provide what is reasonable in terms of additional resources and support for children with additional needs.

The school complies with the requirements of the Equality and Disability Act 2010. All reasonable steps will be taken to ensure that a child is not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning will be appropriately modified for a child with disabilities. For example, they may be given more time to complete certain activities, or the teaching materials may be adapted.

6. EYFS (The Early Years Foundation Stage)

The curriculum for learning and development that we provide in Early Years meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage (March 2014). We also use the guidance outlined in Development Matters (2012).

Bronte School supports the principle that young children learn through play, and by engaging in well-planned structured activities. We understand that children are born ready, able and eager to learn. Development is not an automatic process, however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments. We have considered the four guiding principles outlined in the Framework:

A Unique Child – Positive Relationships – Enabling Environments, Learning and Development.

The EYFS learning and development requirements comprise seven areas, falling into two categories: Prime Areas of Learning and Specific Areas of Learning.

All areas of learning are important and interconnected, however, the Prime Areas are held to be particularly important as they reflect the key skills and capabilities all children need to develop and learn effectively. The Prime Areas of Learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As children leave Kindergarten and progress through their Reception year, a more equal focus on all seven areas of learning is evident.

The four Specific Areas of Learning are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We consider the individual needs, interests and stage of development of each child in Reception and use this information to plan challenging and enjoyable experiences for the children in all of the above areas of learning and development.

There are three stages of planning to the Early Years curriculum; long, medium and short-term planning. Topics are planned for each of the three terms. We address particular aspects of the curriculum such as links between learning, opportunities for ICT, differentiation and assessment. Within the EYFS we plan to respond to children's individual and collective interests and encourage the children to take responsibility for their learning by developing planning from the children's ideas.

Each area of learning and development is implemented through planned, purposeful play and a mixture of adult initiated and child initiated activities. In planning and guiding children's activities we also reflect upon the different ways that children learn, the characteristics of effective learning. These are categorized as:

Playing and Exploring, Active Learning, Creating and Thinking Critically

On entry into Reception Class, baseline assessment and subsequent on-going observational assessment enables staff and parents to recognize children's progress, understand their needs and plan for future experiences and learning. We strive to build positive links with parents of each child and aim to keep them informed about the learning experiences offered and how well each child is progressing. Learning Journals are used to evidence learning and share experiences both at home and at school.

The levels of progress children should have attained by the end of the Reception Year are measured against the Early Learning Goals for each of the Prime and Specific areas of learning. The EYFS profile is completed and used to provide parents and Year 1 teaching staff with a summary of each child's stage of development and learning needs, together with a commentary of each child's skills in relation to the characteristics of effective learning.

(Please also refer to the EYFS policy)

7. **Key Skills**

The acquisition of the following skills are fundamental to our curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving one's own learning and performance;
- Problem-solving.

In our curriculum planning, we emphasise these skills so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8. **The Role of the Subject Leader**

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject, within budget parameters.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement through subject development plans. The subject leader compiles a subject improvement plan annually, detailing areas for improvement. This planning links to whole-school development objectives where appropriate. Each subject leader reviews the curriculum plans for their subject, ensuring suitable curriculum coverage and that progression is planned into schemes of work. This development plan is reviewed at the end of the year to identify areas.

9. **Monitoring and Review**

It is the responsibility of the Proprietor/Headmistress to ensure that this policy, supported by appropriate plans and schemes of work, is implemented effectively and that it takes into account the ages, aptitudes and needs of all pupils. The day-to-day organisation of the curriculum is the responsibility of the Deputy Head, who liaises with the Head of Learning Support and subject leaders regularly.

Subject leaders monitor the way in which their subject is taught throughout the school, in line with the subject-specific appendices accompanying this document. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Where appropriate, book scrutiny and subject focused lesson observations are carried out. Subject coordinators also have responsibility for standards and ensuring teachers have the skills and resources they require.

This policy is monitored by the Proprietor/Headmistress and will be reviewed every two years, (or before if necessary).



ENGLISH EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how English is delivered within Bronte School. Teachers aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. By enabling pupils to access all aspects of English, they are then able to access the whole curriculum.

LEGAL REQUIREMENTS

In line with the 2014 National Curriculum, Language and Literacy is taught with a focus upon Spoken language, Reading and Writing and Vocabulary Development. Additionally, there are regular discreet lessons in Spelling and Grammar and Comprehension.

SCHEME OF WORK

Pupils are encouraged to speak clearly and convey ideas confidently, using Standard English. They are shown how to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others and select the appropriate register for effective communication. As they go through the school, they are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. This is achieved through:

- A library of books, both fiction and non-fiction available in every classroom.
- Enabling children to listen to stories, both read by the teacher, other pupils or through talking books.
- 'First News' is available to Years 3 and 4 pupils; 'The Week, Junior' is available to Years 5 and 6.
- All year groups are exposed to a range of genres, including prose, poetry, newspaper articles and play scripts.

Pupils are encouraged to develop their stamina and skills to write at length, with accurate spelling (which begins with a solid grounding of phonics and sight words in Reception and Lower School), grammar and punctuation. Throughout their life at Bronte School, their writing will include narratives, explanations, descriptions, comparisons, summaries and evaluations.

Teachers aim to increase pupils' store of words, simultaneously making links between known and new vocabulary and discussing the shades of meaning in similar words. In this way, pupils will expand their vocabulary choices in their written work. This is also a vital tool for pupils' comprehension both in their reading across all subjects and during class debates and discussions. Specific cross-curricular mathematical and scientific vocabulary is also taught.



MATHEMATICS EDUCATION AT BRONTE SCHOOL

INTRODUCTION

Mathematics is a core subject of the National Curriculum. This document explains the purpose of mathematics and aims to outline the areas that are covered throughout each Key Stage within Bronte school.

LEGAL REQUIREMENTS

Schools follow the National Curriculum for mathematics which aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SCHEME OF WORK

Mathematics at Bronte School is taught using a mastery approach with a focus on developing deep conceptual understanding through the use of concrete resources, pictorial images and abstract representations. Pupils are expected to:

- become fluent in the fundamentals of mathematics
- reason mathematically by following a line of enquiry
- solve problems through applying mathematics

Teachers hold high expectations for all with the belief that every pupil is capable of becoming a successful mathematician. With good quality teaching, use of appropriate resources and a growth mindset, pupils achieve and enjoy mathematics. The class work together on the same key point with appropriate challenge and support for pupils to gain depth of understanding and proficiency. Acceleration to higher content is avoided.

The Foundation Stage Programme of Study includes: Number, Measure, Shape and Space, Sorting, Patterns and relationships. The Key Stage 1 Programme of Study includes: Number (Place Value, Addition & Subtraction, Multiplication & Division, Fractions), Measurement, Geometry (Properties of Shapes and Position & Direction) and Statistics. Key Stage 2 is as Key Stage 1 but also includes decimals and percentages within Number and the additional topics of Ratio & Proportion and Algebra.



SCIENCE EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how Science is delivered within Bronte school. There is one timetabled session per week where children are taught different topics within their class. Science permeates all areas of school life.

LEGAL REQUIREMENTS

The National Curriculum states that through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

SCHEME OF WORK

The following topics are covered:

EYFS: Understanding the World

1: Animals and humans, Seasonal changes, Plants, Materials

2: Animals and humans, Habitats, Plants

3: Animals and humans, Plants, Light and shadow, Magnets

4: Habitats, States of Matter, Evolution and Inheritance

5: The human body, Sound

6: Earth and Beyond, Microorganisms

In addition to this this EYFS and KS1 experience related outdoor learning through Forest School for one term per academic year.



HISTORY EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how History is delivered within Bronte School. Children are taught different topics within their class. They have a weekly history lesson, but sometimes history and geography are taught in alternate terms.

LEGAL REQUIREMENTS

The National Curriculum 2016 states that a high quality history education will help pupils gain a coherent knowledge of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. History helps pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

SCHEME OF WORK

The following topics are covered in each year group:

- R: Events in living memory, Life cycles, time vocabulary.
- 1: Neil Armstrong (significant figures), Castles, Events beyond living memory (eg: famous 'heroes')
- 2: The Great Fire of London, People and places in our own locality including seaside holidays in the past (Gravesend promenade and Charles Dickens) and The history of food in England.
- 3: Vikings, including raids and invasion (Denegeld), Alfred the Great and Edward the Confessor, Tudors – monarchy and lifestyle, The achievements of the earliest civilisations – Ancient Egypt.
- 4: Stuarts, Romans – thinking about the legacy of Roman culture in Britain today.
- 5 and 6: Ancient Greeks, World War 1, Victorians, World War 2.



GEOGRAPHY EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how Geography is delivered within Bronte school. Children are taught different topics within their class. They will have a weekly lesson, but sometimes history and geography are taught in alternate terms.

LEGAL REQUIREMENTS

The Education Act 1996 states that a high quality Geography education should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children should begin to understand the interaction between physical and human processes and the formation and use of landscapes and environments. Children should understand how and why the Earth's features change over time.

SCHEME OF WORK

The following topics are covered within each year group:

Reception: Forest School (ongoing), Homes/ features of places, Habitats, Maps of our school, Weather.

1: Forest School, Around our school and the local area, London and the UK, Wonderful Weather.

2: Forest School, Continents (food around the world), Going to the seaside.

3: Climates around the world, Forests, World Geography, Mountains and volcanoes, Our Environment: How can we improve the area that we can see from our window?

4: Brazil/rainforests, Investigating our local area.

5: Water (Rivers in the UK), Global environmental issues.

6: A mountain environment/ mapping skills, A contrasting locality – Llandudno, Investigating coasts.

In addition to this, year 6 receive topical Geography lessons.



COMPUTING EDUCATION AT BRONTE SCHOOL

Introduction

At Bronte school we believe that the teaching of computing should equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, become digitally literate and to use and develop their ideas through information and communication technology.

Legal Requirements

The DfE (2013) Computing programmes of study from the National curriculum aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study.

Computing scheme of work

Lessons for each year group are planned and assessed in line with the National Curriculum, as well as focusing on general ICT skills needed for all children to become confident users of computers and technology. The objectives for each Key Stage are covered through a detailed scheme of work, which includes coverage of the following areas:

- Programming
- General ICT skills
- Typing skills
- Databases
- Spreadsheets
- Web/research skills
- Online safety
- Word processing
- Presentation skills
- Publishing
- 3D modeling
- Emails



MUSIC EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how Music is delivered within Bronte school. Early years teach their music within their class curriculum so that it can be linked to other topic areas most easily. Years 1 and 2 are taught one lesson of music every week and years 3-6 are taught music for 2 lessons every two weeks. A subject specialist teaches music lessons. In addition, all children from years 1 and 2 are part of the lower school choir and all children from years 3-6 are part of the upper school choir. Both choirs practice weekly. There is also a weekly whole school hymn practice. Children are encouraged to learn an instrument but this is optional. Peripatetic teachers are available to teach piano, drums, guitar, clarinet, saxophone, violin and viola. Music clubs include Recorder Club and Rock Band.

LEGAL REQUIREMENTS

The National Curriculum 2016 states that music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

SCHEME OF WORK

We aim to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

These are explored through the following topics in years 1-6 as follows:

- 1: Ourselves, Number, Animals, Weather, Machines, Seasons, Our School, Pattern, Story time, Our bodies, Travel, Water.
- 2: Ourselves, Toys, Our land, Our bodies, Animals, Number, Story time, Seasons, Weather, Pattern, Water, Travel.
- 3: Environment, Building, Sounds, Poetry, China, Time, In the past, Communication, Human Body, Singing French, Ancient Worlds, Food and drink.
- 4: Poetry, Environment, Sounds, Recycling, Building, Around the World, Ancient Worlds, Singing Spanish, Communication, Time, In the past, Food and drink.
- 5: Our community, Solar System, Life cycles, Keeping healthy, At the movies, Celebration.
- 6: World unite, Journeys, Growth, Roots, Class awards, Moving on.



PSHE AT BRONTE SCHOOL

INTRODUCTION

Personal, social, health and economic development aims to develop 3 essential skills: intrapersonal (for self-management), interpersonal (for positive relationships) and skills of enquiry, in order to live safe, fulfilling, responsible and balanced lives. At Bronte, this education works alongside our British Values and Relationship and Sex Education (RSE) which are continuous throughout the academic year. These are set into the wider context of our four school Rights and Responsibilities: the right to learn, to be safe, to respect and to play which are promoted through whole school assemblies and within classrooms.

LEGAL REQUIREMENTS

Under the Education Act 2002, schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, preparing pupils for the opportunities, responsibilities and experiences of later life. Bronte aims to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions (Department for Education, 2013)

SCHEME OF WORK

Bronte follows guidance offered by the PSHE Association Programme of Study which follows three core themes; Relationships, Health and Wellbeing and Living in the wider world. Learning includes explicitly digital elements highlighted in the PSHE Association's '*Life Online*' 2018 document. Teachers / the school nurse select learning most appropriate to their pupils from medium term planning grids provided by the PSHE Association Planning Toolkit. The Head of PE delivers an additional Health and Wellbeing course for Years 3-6 during the Spring Term. Learning is tailor-made should teachers choose to respond to a specific need identified within their class.

The three key themes are broken down into separate topic areas for PSHE:

1. Health and Wellbeing : Healthy lifestyles, Growing and Changing; Keeping safe
2. Relationships : Feelings and emotions, Healthy relationships, Valuing difference
3. Living in the wider world : Rights and responsibilities; Taking care of the environment, Money matters

Parents are informed of the curriculum content for their child at the start of each term. Assessment at the beginning of a unit establishes a baseline and informs planning. Further assessment will be against objectives set out in the planning documentation. Opportunities for assessment, both written and by observation, are identified by teachers.

Each class has on average one timetabled session per week. Aside from discreet lessons, PSHE education permeates all aspects of school life, including whole school themed days, trips and external visitors.



RELATIONSHIPS AND SEX EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to give an outline of how RSE is delivered within Bronte School. Lessons are taught across Years R, 1 and 2 during the Autumn Term, Years 3 and 4 during the Spring and years 5 and 6 during the Summer Term. They are planned and led by our school nurse, supported by the class teacher. Where appropriate, boys and girls are separated for discussion, with the aim of using male teachers as facilitators also.

LEGAL REQUIREMENTS

Under the Children Act 2004 schools have a duty to promote the wellbeing of their pupils and good quality RSE contributes to this duty. Some RSE topics are addressed through the statutory requirements of National Curriculum Science and well-planned Personal, Social, Health and Economic education (further information can be found in the PSHEE scheme of work).

In particular, emphasis upon relationships, communication and difference reflects our school values as set out in the Curriculum Policy, providing children with opportunity for moral development and to value the rights of each person in our society. This in turn echoes our British Values of democracy, rule of law, individual liberty and the respect and tolerance of faiths.

In line with our Curriculum Policy, RSE is designed to be accessed by all children, taking into account the age and needs of all. Parents are informed as to the nature and content of each lesson and information is provided via a booklet and introduction sessions offered for those of years 5 and 6. From September 2020, parents are given the right to withdraw their child from RSE sessions which are not part of sex education within the Science Curriculum, either through communication with the class teacher or school nurse. In this case, the child will continue learning in a neighbouring class for the duration.

SCHEME OF WORK

Bronte School's RSE follows a curriculum as set out by the Christopher Winter Project. This provides age-appropriate education across the school from Reception to year 6. **General themes** and content across each year group are as follows;

- R: **Our lives** (our day, keeping ourselves clean, families)
- 1: **Growing and caring for ourselves** (keeping clean, growing and changing, families and care)
- 2: **Differences** (boys and girls, male and female, body parts)
- 3: **Valuing difference and keeping safe** (male and female, personal space, family differences)
- 4: **Growing up** (growing and changing, introducing puberty, changes and reproduction)
- 5: **Puberty** (male and female changes, puberty and hygiene)
- 6: **Puberty, relationships and reproduction** (puberty and reproduction, understanding relationships, conception and pregnancy, communicating in relationships)



RELIGIOUS EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how RE is delivered within Bronte School. The caring ethos of the school is reflected in an RE curriculum which emphasizes the spiritual, moral, social and cultural development of our children. Links are made between RE and other subjects, in particular PSHE, SRE and the celebration of British Values. In line with our Curriculum Policy, children develop the skills to respect diversity and appreciate cultural difference.

LEGAL REQUIREMENTS

The Education Act 1996 states that an agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain (QCA, 2004). Local councils are responsible for deciding the RE syllabus. Schools must provide religious education but parents can ask for their children to be taken out of the whole lesson or part of it. Schools often also teach personal, social and health education (PSHE) which complements our teaching of RE at Bronte.

SCHEME OF WORK

RE is planned around two attainment targets in the agreed syllabus, Learning about Religions (AT1) and Learning from Religions (AT2). This provides a balance between investigation and reflection. RE is not taught weekly in Reception, where instead a topic approach is used through themed days. Planning responds to pupil interests, whilst similarities and differences are learnt about through the ELG 'People and Communities'. Traditional themes such as Diwali, Christmas and Easter are integrated into all classes at appropriate times of the year, in addition to our collective worship programme.

The following themes and religions are covered by the rest of the school in year groups;

- 1: Judaism, Christianity and Hinduism
- 2: Hinduism, Christianity and Judaism
- 3: Christianity, Hinduism and Sikhism
- 4: Christianity, Islam and Hinduism
- 5: Christianity, Judaism and Islam
- 6: Christianity and Sikhism

In addition, children experience at least one RE visit each year through our links with local places of worship and religious / community leaders.



MFL EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to give an outline of how Modern Foreign Languages are taught at Bronte School. French is taught from Kindergarten to Year 6 and German from Year 3 to Year 6. These lessons are planned and taught by our Language coordinator. We also offer clubs in Mandarin, French and German.

LEGAL REQUIREMENTS

Languages are not a requirement in KS1 but are compulsory in KS2. Children must have covered the content of the Programme of Study by the end of KS2 but there is no requirement to teach it in all years. This lays the foundation for learning a language in KS3.

SCHEME OF WORK

Our scheme of work closely follows that of the National Curriculum. Children should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, expressing their ideas clearly.
- Describe people, places, things and actions in speech and in writing.



PHYSICAL EDUCATION AT BRONTE SCHOOL

INTRODUCTION

Physical Education at Bronte ties in with our four school rights and responsibilities: the right to learn, the right to be safe; the right to respect and the right to play. PE plays a huge part in whole school improvement and each unit of study aims to deliver 5 key learning outcomes for every student: To increase their health (both physical and mental) and their levels of exercise, to boost confidence and break down boundaries, to create positive, lasting, memories, to build teamwork and togetherness and to begin a lifelong sporting passion.

LEGAL REQUIREMENTS

Under the Education Act 2002, schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, preparing pupils for the opportunities, responsibilities and experiences of later life. The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

SCHEME OF WORK

Every child is taught a broad ranging Physical Education curriculum. In Reception and KS1 each class covers units in the following topics over the course of their year; Games Unit, Gymnastics, Dance, Athletics, Core Motor Skills, Outdoor Adventurous Activities. Coverage at Key Stage 2 includes Invasion Games Units, Striking & Fielding, Net-Wall, Athletics, Dance and Gymnastics. In addition, Team Games are taught once a week to all classes in KS2 and Years 1 to 6 have 10 swimming sessions over the course of one term.

PE assesses 4 key areas of a child's physical development in a cyclical pattern of improve, enjoy, understand and compete.

Improve – Are children improving their skills during lessons?

Enjoy – Are children enjoying lessons and content, and is this enjoyment level increasing week on week?

Understand – Are children understanding lessons and developing their skills?

Compete – Are children able to compete in inter/intra school competitions and/or individual game play during lessons?



ART EDUCATION AT BRONTE SCHOOL

INTRODUCTION

This document aims to outline how pupils produce creative work, explore their ideas and record their experiences in Art. Children are given the knowledge and skills to experiment, invent and create individual works of art, craft and design. Art and design reflect and shape our history and contribute to the culture of our nation.

LEGAL REQUIREMENTS

Pupils are taught to use a range of materials creatively to design and make products. Drawing, painting and sculpture are explored in order to develop and share ideas, experiences and imagination. Children in Key Stage One develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. They are provided with opportunities to explore the work of a variety of artists, craft makers and designers. They describe differences and similarities between practices and disciplines, making links to their own work.

Key Stage Two pupils are taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils create sketch books to record their observations and use them to review and revisit ideas. They aim to master the key techniques of art and design, including drawing, painting and sculpture. They use a range of materials including pencil, charcoal, paint and clay. Building on prior knowledge from Key Stage One, they are taught about and encouraged to research great artists, architects and designers in history.

SCHEME OF WORK

At Bronte School the Art Teacher aims to equip pupils with knowledge, skills and understanding of a range of artwork, craft makers and designers. A wide variety of media is used including pastels, oil pastels, chalks, acrylic paints, watercolours, ink and charcoal. Sketchbooks are monitored by the Art Leader regularly.

Every class studies three or more artists during their academic year. They are encouraged to discuss the artists, recreate a famous piece of artwork and then finally produce their own artwork in the style of the artist being studied.

All parents receive an annual written report that includes a summary of their child's understanding of the topics covered in Art during the year.