

COPPICE SCHOOL



COPPICE PRIMARY SCHOOL CURRICULUM STATEMENT

Ethos and Values

We believe that it is our responsibility to enable children to become independent and confident.

Our aim is that all pupils at Coppice Primary school develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have the right to an education which is inclusive and allows all to realise their potential.

In partnership with parents we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers.

Curriculum Statement

All children will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- Enabling them to play an active role in their school and community.
- Offering culturally rich and diverse opportunities
- Enabling them to benefit from a range of positive relationships

The curriculum will:

- Promote children's engagement in learning
- Equip children for their futures in a rapidly changing world, recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups

- Value, celebrate and build on children’s religious and cultural heritage and develop a sense of identity, honouring the United Nations Convention on the Rights of the Child
- Promote the fundamental shared values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Help children develop a personal understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- Develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- Ensure an understanding of the protected characteristics of the Equality Act 2010 and how through diversity they can be celebrated
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which Coppice is situated and to society more widely
- To ensure that children understand that they can Make a Difference in the world and have an obligation to do so

At Coppice, all children will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education. Opportunities will also be provided for children to explore their talents and abilities through:

- Developing an appreciation of the arts
- Taking part in a wide range of physical activities, sports and games
- Developing a sense of self in a non-judgemental, mutually supportive environment
- Experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and playing of instruments
- Experiencing social, moral, spiritual and cultural education that broadens children’s awareness and understanding of the world and their place within it – supported by participation in the Rights Respecting Award
- Awareness of a broad range of career aspirations that inspires and motivates them to fulfil their potential
- An understanding of the elements of Building Learning Power (BLP)

Curriculum overview – from website

We currently follow the National Curriculum to form the basis of our whole school curriculum. From that we then plan a creative curriculum to deliver each aspect in a personalised and engaging way. This often means subjects are taught through a theme, where meaningful cross curricular links are made. Themes are varied to excite and inspire, drawing where possible from the children's interests.

We believe that children learn best through a wide variety of experiences so when planning teachers look for ways to incorporate: practical hands-on activities, visitors, the outdoor environment, visits, the local community, meaningful end products and a range of technology.

The Religious Education curriculum is taken from the Birmingham Agreed Syllabus.

Reception classes follow the Early Years Foundation Stage Framework focusing on the seven areas of learning and development. These include: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

At Coppice we follow the Government document 'Letters and Sounds' to teach phonics. This teaching is then supported by a wide range of resources. The children's reading skills are further developed through three reading schemes (Phonics Bug, Ginn and Rigby Star) which allow a breadth of experience. Children also have access to a wide variety of fiction and non-fiction books, in the school libraries, to help foster independent choice and a love of reading.

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the revised National Curriculum and the changing needs of the school. The review of all curriculum policies will take place within a three-year period as laid out in the School Development Plan. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work. We have developed a framework plan for each year group. This gives a brief indication of what is taught within each curriculum area and makes cross-curricular links and maps the progression of skills linked to the Chris Quigley Milestones. Curriculum Maps based on year group planning, for each area of the curriculum will be published on the school website termly.

Curriculum Organisation

Oracy, Literacy, Numeracy and Computing are skills that run through the whole of the curriculum. In addition a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. All other subjects are organised within topics where subjects are linked through a common theme. Personal and Social Education is taught in specific sessions and through R.E.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become

confident in their abilities that will prepare them for a purposeful adult and working life.

Date agreed by the Governing Body:.....

Signed: (Chair of the Governing Body).....

Policy to reviewed