



St John's
School Billericay

Curriculum Policy

Date:	July 2026
Those Responsible:	Mr A Angeli - Headteacher Mrs S Revill Mrs J Littlefield Mrs E Morgan
To be reviewed:	Annually

St John's School Curriculum Policy

Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the broad requirements of the National Curriculum.

St John's School will:

- Cater for the needs of individual children of both sexes 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 and aesthetically, so that they may become independent, responsible, useful, thinking, 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;
- 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;
- Treat children in a dignified way;
- Provide a PSHE / RSE programme throughout the school which follows the latest statutory guidance
- Provide appropriate careers advice to pupils of secondary age;
- Provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- Where a pupil has an EHCP plan, provide an education which fulfils its requirements.
- Will prepare pupils for the opportunities, responsibilities and experiences of life in British society. This will 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.

Children will:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Be developing 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;

- 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; (paying particular regard to the 2010 Equality Act)
- 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;
- Be developing an inquiring 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 and 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 major 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.

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. French is taught from Lower Kindergarten (Yr1) upwards and Spanish is taught from Upper 2 onwards.

Mathematical: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills for pupils can include information and communication technology (ICT) and Computer Science; developing, planning and communicating ideas;

working with equipment, materials and components to produce products that the children are proud of; and evaluating processes and products.

Human and Social: This area is concerned with people and with their environment and how human action, now and in the past, has influenced events and conditions. History and Geography and Religious Education make a strong contribution to this area.

Physical: This area aims to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution, including ICT and the study of literature, music, art and drama because they call for personal, imaginative, and often practical responses.

Organisation and Planning

We plan our curriculum in three phases. We agree Schemes of Work for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on content and teaching strategies that we use when teaching each area. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the aims for each session, and to identify what resources and activities we are going to use in the lesson. We also use our schemes of work to ensure that we are able to prepare each student adequately for life in British Society and this is encompassed in plans.

PSHE/RSE

St John's is committed to providing a comprehensive programme of PSHE /RSE for all its students that is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the PSHE Co-ordinators. Our lessons allow children to explore emotions, ways to express emotions and strategies to cope with emotions as well as promoting an awareness of the emotions of others and how our behaviour affects others. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn taking and initiation. For further details, please refer to the PSHE / RSE policy.

Time Allocation

The timetable is constantly under review and is subject to changes in staff responsibility.

Effective Learning

- We acknowledge that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.
- We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximize learning opportunities, and lessons are planned in accordance with the following principles:-
 - The teaching should build on previous learning;
 - It should give students the 'big picture' of the lesson;
 - The teacher should explain the learning objectives, and why the lesson is important;
 - The lesson should be presented in a range of styles;
 - It should allow opportunities for the students to build up their own understanding through various activities;
 - It should allow opportunities for the students to review what has been learnt;
 - It should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;
 - The teaching should indicate what the next step in the learning will be.

Effective Planning

When teaching we focus on motivating the students and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the students' level of attainment. Teachers make ongoing assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our prime focus is to develop further the knowledge and skills of the students. We strive to ensure that all tasks set are appropriate to each student's level of ability.

Learning outside the classroom – educational visits/off-site activities

St John's curriculum offers a series of educational journeys that deepen the students' understanding of the world around them. Trips extend students' knowledge of past and present. Previous visits have included: A residential trip to York, Danbury, Northern France and Spain. Day trips to Hanningfield Reservoir, church visits, Mountfitchet Castle, Layer

Marney Tower etc. We have also encouraged staff to organise on site workshops: These have included a maths puzzle day and visiting theatre productions.

Curriculum Provision at St John's School

The timetable is constantly under review and is subject to changes in staff and staff responsibility

<u>Kindergarten</u>		LK	UK
	English	7hrs/week	7.5hrs/week
	Maths	5 hrs/week	5hrs/week
	Science	1hr/week	1.5hr/week
	ICT	1hr/week	1hr/week
	French	0.5hr/week	0.5hr/week
	History/Geography	1 hr/week	1hr/week
	Art /DT	1hr/week	1hr/week
	Music R.E.	1 hr/week	0.5 hr/week
	PSHE	0.5 hr/week	0.5hr/week
	P.E.	1hr /week	1 hr/week
	Swimming	2hrs/week	2hr/week

Junior Lesson Allocation Per Year Group	Form 1	Lower 2	Upper 2	Lower 3
	PERIODS ALLOCATED			
English: Comprehension, Grammar, Writing	10	10	9	10
Maths	10	10	10	10
Other English eg handwriting, phonics, class reader	3	3	0	1
Testing: spellings / tables	1	1	0	0
Science	4	4	4	4
Games / PE	4	4	4	4
Geography / History (rotating half-termly)	2	2	2	2
RE	2	2	2	2
PSHE	2	2	2	2
French	1	1	2	2
Spanish	0	0	1	2
DT	2	2	2	2
Art	2	2	2	2
Computing	2	2	2	2
Music	1	1	1	1
Singing	1	1	2	2
Swimming	3	3	3	0
11+ *	0	0	2	0
Cross Curricular	0	0	0	2
TOTAL:	50	50	50	50

**Those not doing the 11+ in Upper 2 will do 2 periods of basic skills in English and Maths during the 11+ slot with a separate teacher.*

<u>Seniors</u> L5 & U5	English Maths Science/Triple Science Statistics/Enhanced Core PSHE including RSE Games Option Subjects	4hrs/week 4 hrs/week 5hrs/week 2hrs/week 1hr/week 1hr/week 3 are chosen, each at 3 hrs/week
	Option Subjects could include PE, Art, Computer Science, Music, Drama, History, Geography Spanish, French, RS, Food Preparation & Nutrition, Business, Sociology.	

<u>Seniors</u> U3, L4 & U4	English French/Learning Support Spanish/Learning Support History Geography R.S. Maths Science Food Tech Art Computer Science Computer Science Business Music Drama P.E. Games Activities PSHE including RSE	3 hrs/week 2 hrs/week 2 hr/week 1 hr/week 1 hr/week 1 hr/week 3 hrs/week 3 hrs/week 1 hr/week 1 hr/week 1 hr/week (U3 & L4) 1hr/week (U4) 1hr/week (U4) 1 hr/week 1 hr/week 1 hr/week 1 hr/week 1 hr/week (U3 and L4)) 1 hr/week (all years) 30minutes a week (L5)
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In addition, staff will deliver religious education to pupils at KS4.

Senior school form lesson.

Form lesson takes place from 10.45-11.15 and is used for Assembly and curriculum enhancement.

Assembly takes place for all year groups during Monday's form lesson.

In U5 the pupils have 2 lessons of PSHE, one of RS and one of Careers.

In L5 the pupils have 2 lessons of PSHE, 1 lesson of RS and 1 lesson of active form.

In U4 pupils have one lesson of reading, one of active form, one of finance and one to complete the IDEA award.

In L4 pupils have one traditional form time, one lesson of reading, one finance lesson and one active form session.

In U3 pupils have one traditional form time, one lesson of reading, one of music and one of active form.

Friday afternoon curriculum enhancement for U3 and L4.

Pupils will take part on a rotation of half termly activities,

For 2026 - 2027 these are: Chess, ECO group, Golf, Music technology, STEM and Tennis. These are constantly under review.

Careers Guidance

Students at St John's are supported in their preparation for formal examinations at various stages of their education. They receive guidance on revision technique, making notes, examination technique and management of stress. Students are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual.

Careers education takes place through the PSHE curriculum and is supplemented in U5 by a 30 min session with the Head of Careers once a week.

Careers guidance is presented in an impartial way, showing no bias or favouritism to a particular education or work option. This guidance enables pupils to make informed choices about a broad range of options and encourages them to fulfil their potential. To this end pupils get to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; they learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. We consciously work to prevent all forms of stereotyping in the advice and guidance we provide.