



**St John's**  
School Billericay

# **Curriculum Policy**

Date: July 2020  
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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 programme throughout the school;
- ✦ 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 EHC 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)
- ✦ Be developing non-sexist and non-racist attitudes;
- ✦ 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 Year 2 upwards and Spanish is taught from Year 5 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.

### **Personal, Social, Health, Economic Education (PSHE) and Citizenship**

St John's is committed to providing comprehensive programme of PSHE 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. Each child's PSHE and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning activities based on individual students' cultural heritage. 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 policy and the PSHE scheme of work .

### **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 that 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, Hanningfield Reservoir, Church visits, Hampton Court, The Big Bang Fair etc .

We have also encouraged staff to organise on site workshops:

These have included a maths puzzle day, theatre productions, CSI day, etc.

## **Curriculum Provision at St John's School**

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

| <b>Kindergarten</b> |                   | LK           | UK          |
|---------------------|-------------------|--------------|-------------|
|                     | English           | 8 hrs/week   | 5.5hrs/week |
|                     | Maths             | 4.5 hrs/week | 5hrs/week   |
|                     | Science           | 2 hr/week    | 2hrs/week   |
|                     | ICT               | 1hr/week     | 1hr/week    |
|                     | History/Geography | 1 hr/week    | 1hr/week    |
|                     | Art               | 0.5 hr/week  | 1hr/week    |
|                     | Music R.E.        | 0.5hr/week   | 0.5 hr/week |
|                     | PSHE              | 0.5 hr/week  | 0.5hr/week  |
|                     | P.E.              | 0.5 hr /week | 0.5hr/week  |
|                     | DT                | 1 hrs/week   | 2hr/week -  |
|                     | Swimming          | 1 hr/week    | 1hr/week    |
|                     |                   | 1hr/week     | 1.5hr/week  |

| Junior Lesson Allocation Per Year Group                     | Form 1            | Lower 2   | Upper 2   | Lower 3   |
|---|-------------------|-----------|-----------|-----------|
|   | PERIODS ALLOCATED |           |           |           |
| English (set): Comp, Grammar, Writing x2                    | 10                | 10        | 10        | 10        |
| Maths (set)   | 8                 | 8         | 8         | 8         |
| English (class): eg handwriting / class reader / vocabulary | 2                 | 2         | 2         | 1         |
| Maths (class)   | 2                 | 2         | 2         | 2         |
| Testing: spellings / tables                                 | 1                 | 1         | 1         | 2         |
| Homework Prep: Comp book / English skills                   | 1                 | 1         | 1         | 1         |
| Applied Reasoning (set)                                     | 2                 | 2         | 3         | 2         |
| Science   | 4                 | 4         | 3         | 4         |
| Games / PE  | 4                 | 4         | 4         | 4         |
| Geography   | 2                 | 2         | 2         | 2         |
| History   | 2                 | 2         | 2         | 2         |
| RE  | 1                 | 1         | 1         | 1         |
| PSHE  | 1                 | 1         | 1         | 1         |
| French  | 1                 | 1         | 1         | 1         |
| Drama   | 2                 | 2         | 2         | 2         |
| DT  | 2                 | 2         | 2         | 2         |
| Art   | 2                 | 2         | 2         | 2         |
| IT  | 2                 | 2         | 2         | 2         |
| Music   | 1                 | 1         | 1         | 1         |
| <b>TOTAL:</b>   | <b>50</b>         | <b>50</b> | <b>50</b> | <b>50</b> |

**Please note:** No English, Maths or VR testing to be undertaken during the last hour of the day.

|   |                           |                     |
|---|---------------------------|---------------------|
| <b><u>Seniors</u></b><br><b><u>Yrs 7, 8 &amp; 9</u></b> | English                   | 3 hrs/week          |
|   | French/L.Support          | 2 hrs/week          |
|   | Spanish/L.Support         | 2 hr/week           |
|   | History                   | 1 hr/week           |
|   | Geography                 | 1 hr/week           |
|   | R.S.                      | 1 hr/week           |
|   | Maths                     | 3 hrs/week          |
|   | Science                   | 3 hrs/week          |
|   | Food Tech                 | 1 hr/week           |
|   | Art                       | 1 hr/week           |
|   | Computer Science          | 1 hr/week (Yrs 7&8) |
|   | Computer Science          | 2 hrs/week (Yr 9)   |
|   | Music                     | 1 hr/week           |
|   | Drama                     | 1 hr/week           |
|   | P.E.                      | 1 hr/week           |
|   | Games                     | 1 hr/week           |
| Activities  | 1 hr/week (Years 7 & 8)   |                     |
| PSHE  | 1 hr/week (Years 7,8 & 9) |                     |

For all year groups all students will take part in the 'Daily Mile' programme.

|  |  |                                  |
|--|--|----------------------------------|
| <b><u>Seniors</u></b><br><b><u>Yrs 10 &amp; 11</u></b> | English  | 4hrs/week                        |
|  | Maths  | 4 hrs/week                       |
|  | Science/Triple Sci   | 5hrs/week                        |
|  | Statistics/EC/Citizen  | 2hrs/week                        |
|  | Games  | 1 hr/week                        |
|  | Option Subjects  | 3 are chosen, each at 3 hrs/week |
|  | Option Subjects include: P.E, Art, Computer Science, Music, Drama, History, Geography, Spanish, French, Citizenship, RS, Food Prep & Nut, Business |                                  |

For all pupils in yrs 7,8 & 9 at St John's, there will also be ERIC time (everyone reads in class) 9.00 – 9. 15a.m.Once a week. These yrs groups will also follow a PSHE booklet during their form period. For yrs 10&11 there will be Careers. For yrs 10&11 there will also be PSHE (Your Life, scheme of work) Which must include economic education and encourage respect for other people with particular regard to the protected characteristics 'under the equality act 2010'.

### **Sex and relationships Education**

The School provides Sex and Relationships education in the basic curriculum in which students are encouraged and guided by moral principles and taught to recognize the value of family life.

Sex and Relationships Education forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in Sex and Relationship Education guidance (0116/2000).

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without reasons.

### **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. Whilst we do not specifically instigate careers advice until Year 9, we provide opportunities for students to understand the world of work and the promotion of their economic wellbeing. In year 7 and 8 there are talks from professionals in various fields and visiting speakers. Students receive interview training at the appropriate stage. The up to date careers guidance is presented in an impartial manner. This enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Please refer to the Careers Policy for more specific information.

Advice is provided for pupils to help them choose GCSE and post-16 courses. From January 2015' specific requirements are included. These require impartiality, provision which enables them to make informed choices about a broad range of career options and advice which generally helps to encourage pupils to fulfil their potential.



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.