



Bridge Junior School

Curriculum Policy

2022-23

Our Vision & Values

Curriculum Statement

This statement sets out the principles underpinning the curriculum at Bridge Junior School and reflects the school's commitment to developing all aspects of our children's lives.

Our Intent

At Bridge, we want all children to **S.H.I.N.E** which is at the heart of all that we do at Bridge. We believe that every child can succeed and we want all members of our school community to have high aspirations and to feel confident about the future, looking forward to the opportunities it will bring.

Our curriculum is designed with these values in mind:

Strive for excellence

Happy and engaged

Independent learners

Nurtured and safe

Equality and fairness for everyone

These core values link directly to our whole school vision:

Our Vision Statement



Tel: 0116 2536092 www.bridge.leicester.sch.uk

Promoting life-long learning through a thinking community.

In order to foster young citizens of conscience.

Our mission is:

- To make every minute of every day into a learning experience.
- To promote life-long learning for all.
- To strive constantly for improvement in a positive, professional and caring environment.

Our values are to:

be calm, be kind, be caring.

How will we implement our curriculum?

Our curriculum is inclusive and meets the needs of all children; developing positive attitudes to learning through:

- A relevant, appropriate and engaging, broad and balanced curriculum linked to our diverse community as well as an understanding of wider and global links.
- A thorough understanding of the learning needs of all our children so that they reach their full potential socially, emotionally, physically and academically.
- Underpinning all our learning is the ongoing focus on the fundamental basic skills of language acquisition, reading, writing and using & applying Maths.

As a whole school, we review and develop our curriculum so that we provide a creative and connected curriculum built around the needs of our children. Our framework is relevant to meet the needs of all our children. We use our framework as a starting point to develop a curriculum that is progressive and builds on children's skills and knowledge year on year.

What is the Bridge Curriculum?

A cross curricular approach

At Bridge, we have created a broad and balanced curriculum specific to the needs of our children.

Our curriculum is delivered through units of learning, providing a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum. As our curriculum grows and develops, we want to ensure that it is a curriculum which reflects the needs of our children and the community we serve, linking British Values and Social, Moral, Spiritual and Cultural (SMSC) values to all curriculum areas.

The curriculum is based on subject programmes of study which cover the **knowledge** (the facts and information children might learn), the **skills** (those practical abilities children need to be able to do) and the **understandings** (the deeper awareness of key concepts which develops over time). There are subject objectives for English, Maths, Science, Computing, History, Geography, Music, Physical Education, Art, Design & Technology, Religious Education and Languages (at KS2) - all of which are carefully mapped to the 2014 National Curriculum.

We believe in delivering a broad and balanced curriculum, encompassing creative elements such as Art, DT, Music, History and Geography through our thematic based curriculum using our 'end product' approach to lead the learning. Links between curriculum subjects are made when and where appropriate to make learning more meaningful. More information is available on our [Curriculum Maps](#).

We believe children learn better, when they are encouraged to use their imagination and apply their learning to engaging contexts which are built on real life experiences. Our new curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Pedagogy

Our curriculum will be taught through a pedagogy that:

- excites, promotes and sustains children's interest
- promotes problem solving, creativity and communication
- enables and fosters children's natural curiosity
- offers all children a memorable experience at the start of every topic
- enables children to reflect on, evaluate and deepen their learning
- provides opportunities to engage in real life experiences

Enrichment

We will enrich our curriculum by:

- ✚ providing on and off-site subject or topic related activities
- ✚ developing partnerships with external providers that extend children's opportunities for learning
- ✚ holding specialist curriculum days or weeks
- ✚ using quality resources in and out of the classroom
- ✚ welcoming parents and carers to take part in children's learning and experiences

Inclusion

If a child has a SEND (Special Educational Need/Disability) and/or is New to English, we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs or language acquisition needs, his/her teacher liaises with our Inclusion Manager to assess their needs and to set up the appropriate learning provision. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need is more severe, we will provide additional resources and support to meet their needs.

English

English is an integral part of every area of the curriculum as well as being a subject in its own right. We ensure that every child has opportunities to learn and apply the skills they need to read and write effectively across the curriculum. Please refer to our [Writing and Reading Handbooks](#) for further detail on how we teaching reading and writing across the curriculum.

Mathematics

In Mathematics we support and enable our children to become fluent in all areas of the subject, so that they can reason mathematically and solve problems. We also focus on specific mathematical skills in discrete lessons each day using the Abacus Maths scheme, to ensure that children develop and deepen their understanding and skills at an age appropriate level. We teach mathematics that supports children to reach their full potential from their starting points and provides challenge to enable children to deepen their understanding of mathematical processes and principles. We recognise that mathematics is an interconnected subject and look for links to develop children's mathematical learning and ability in relevant ways throughout the curriculum which they can use once they leave Bridge and in their future lives. Please refer to our [Maths and Calculations Policies](#) for further detail on how we teaching mathematics at Bridge.

Science

At Bridge Junior School we recognise the importance of science in every aspect of daily life. As one of the core subjects, we give the teaching of science the prominence it requires. We aim to equip pupils with skills, knowledge and understanding and to encourage children to be inquisitive throughout their time at Bridge Junior School. Throughout our curriculum, the children will acquire and develop the key knowledge that has been identified within each unit of work and across each year group. We will ensure that the Working Scientifically skills are built-on progressively and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, planning fair tests, making observations and explaining concepts confidently. We will encourage them to continue asking questions and to be curious about the world around them.

Computing

At Bridge Junior School, our aim is to encourage students to be confident learners through a rapidly changing world. Our computing curriculum has been designed to equip children with the creative and transferable skills to in order to prepare them for the technological revolution and the world of work. We want children to be safe in the digital world by supporting them with techniques and knowledge to remain safe online. It is essential for children to know how to access ideas, experiences and knowledge from a wide range of sources, thus encouraging them to make links across their learning. The deliberate practice we would like our children to develop regularly are Computer science, Digital literacy and IT. We will build knowledge and skill incrementally to ensure they can use technical vocabulary and apply transferable

computing skills to the tasks set. Through the computing curriculum, children are enabled to find, explore, analyse, exchange and present information with technology. The computing curriculum helps to build this deliberate practice regularly and equips children with a love and proficiency in computing, which will help them in all areas of the curriculum.

Relationships & Health Education (RHE)

Relationships & Health Education is based on the statutory RSE (Relationships and Sex Education) that the government has introduced in all schools from September 2020. There is a legal requirement to teach this as part of our curriculum.

Through our RHE curriculum, the needs of all children are appropriately met, and all children understand the importance of equality and respect. As a school we will comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents while always with the aim of providing children with the knowledge they need of the law. Content will be integrated into programmes of study for RHE within our PSHE curriculum and will not be taught as stand-alone units.

Learning opportunities will be relevant to all children and will be tailored to children's interests, knowledge and prior experiences: making them memorable, meaningful and relevant. Learning shall be explicitly linked to real life situations and children will have the opportunity to extend relationships with peers and members of the wider community. Lessons will involve the teacher having the confidence to pass ownership of learning directly to children, where they can embed skills through discussion, practical activities and challenge. Progression will be achieved throughout the school by building on previously taught concepts, knowledge and experience. Learning opportunities will arise from carefully sequenced lessons; trips, visitors and enrichment activities. Teaching staff will have access to a range of high-quality resources, from for example, the PSHE Association; Department for Education; NSPCC and GoGivers. They will be offered annual CPD and sign posted to training opportunities that will develop and extend their skills, knowledge and confidence.

Through the RHE curriculum, with the development of pupil's emotional literacy, they will learn to communicate effectively and become skilled at initiating and fostering positive relationships. As children become more knowledgeable about their rights, responsibilities and the law, they will develop into confident, critical, independent thinkers who can keep themselves and others safe.

Physical Education (PE) and Games

At Bridge Junior School, we believe it is imperative that every child is provided with positive experiences of PE, sport and physical activity to develop positive attitudes towards fitness and wellbeing are established and maintained.

We provide and deliver an inclusive, broad and balanced PE curriculum, which is fully aligned to the National Curriculum requirements. It has been designed to incorporate a combination of Real PE (A Scheme of Work by Create Development) and traditional sports to ensure that all children are taught a range of learning behaviours, which develop their physical and mental wellbeing alongside their personal, social and emotional skills. These attributes can then be applied to all areas of the curriculum as well as a variety of social situations in and out of school.

Through PE sessions, all children are exposed to and experience a broad range of sports and physical activities that develop their fundamental skills in agility, balance and coordination and promote healthy competition and encourage collaborative learning. Learners develop their confidence, perseverance, team spirit, organisation and critical thinking skills, reflect on and improve their skills and knowledge, set personal targets and strive to achieve their personal best at all times. This holistic, child led approach to teaching ensures that all children are given the chance to SHINE and succeed and the key skills they are taught underpin the foundations of PE.

We offer a range of afterschool clubs which are delivered by teaching staff and specialist coaches and children are given the opportunity to participate in a variety of competitions via the School Sport and Physical Activity Network (SSPAN) which build and develop character and help to embed our Bridge SHINE values. We believe swimming is an important and fundamental life skill and we aspire for all children to leave Bridge Junior School being able to perform safe self-rescue in different water-based situations and swim at least 25 metres.

History

At Bridge Junior School we want to enable the students to gain an understanding of how historical events and significant figures have created Britain and the modern world. We believe that children should be able to link events, chronology and make connections. We present a meaningful curriculum which is culturally diverse and rich for our children. We feel that our children should be encouraged to critically explore facts and opinions from the past which in turn will help them to shape their place in society.

We follow the History Programme of Study from the 2014 National Curriculum. At Bridge we are developing a bespoke curriculum that celebrates the diversity within our school and community.

We explore history in order to create independent thinkers who strive to examine and enquire like historians do. The curriculum enables the students to explore artefacts and a range of sources which inspires them. We provide opportunities for the children to experience history first-hand through educational trips and themed days. We use these experiences to broaden their knowledge and help them to strive to deepen their understanding.

Our children ask and answer thoughtful questions and make important connections. We are developing historical vocabulary through explicit teaching methods and the children are able to use historical terms in their discussions. Our lessons are engaging and bring the past to life; this helps to motivate and inspire the children.

Across the school our children will:

- Learn about British history, studying changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor.
- Learn about the ancient civilizations of Egypt, Greece and the Maya.
- Study aspects and themes of British history beyond 1066, such as WWII and its impact.
- Take part in a bespoke whole school black history project
- Involvement in a local study relating to the origins of the Victorians in the locality.

Through regular studies of significant individuals from the past who have themselves shaped the world we live in; we hope our children will be enthused to make a difference and to learn from the past. Through quality first teaching, memorable experiences and the use of knowledge organisers we will enable our children to effectively retain and build upon their growing historical knowledge.

Geography

At Bridge Junior School, Geography provides the children with the opportunity to discover and explore the world around them. We believe that children should be encouraged to develop their knowledge and understanding of people and places through a variety of teacher led and independent research. At Bridge we want engaging geographical learning which build memorable experiences that enthuse and excite children in the world. We want the technical vocabulary to be central to the teaching session so that children understand the key component concepts of geography. Mapping skills are a focus which should be incrementally built over time, building on locational knowledge, with core physical, human and place knowledge central to the curriculum. At Bridge Junior School, children learn about the wider world as well as local areas which includes looking at physical, social and economic issues. This enables the children to develop their skills and knowledge, which in turn will enhance their understanding of the wider world and their place in it.

We follow the Geography Programme of Study from the 2014 National Curriculum. At Bridge Junior

School, we strive to provide our children with opportunities to become global citizens, deepening their interest and wonder in exploring the world and their place in it. We encourage children to ask and answer thoughtful questions to broaden their understanding and make connections.

We provide opportunities for our children to develop a sense of the world at local, national and global levels. They will learn to make connections between how people and the environment interact. Through fieldwork children are encouraged to become observant and develop their enquiry skills.

Our children learn to think critically, use maps, visual images and the internet to gather, analyse and present information. Our lessons are engaging and aim to motivate the children's curiosity.

The key areas of the geography curriculum are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

As the children progress through the school, they develop a knowledge and understanding of the world around them and can also think about their local area and its place within the wider world. The children have an understanding of locational knowledge and understand where places are and what they are like. We want to instilled a curiosity and interest in the developments of the world that will continue throughout the children's' lives.

Art & Design

At Bridge, we want children to talk positively about art and share their experiences, experimenting with the techniques they have been taught, so that they are developed over time and that memorable experiences build children's confidence and expertise in art. We want children to foster a love of art and parents to be engaged in this journey with their children. Ultimately, we want to bring art alive.

We follow the Art Programme of Study from the 2014 National Curriculum. Our curriculum is inclusive and meets the needs of all children; developing positive attitudes to learning. We provide opportunities so that children understand the context of the artwork, as well as the artists that they are learning about which are then used for inspiration. They will learn to positively critique art and designs using a wide range of vocabulary and present information to an audience during whole school exhibitions and gallery displays.

The children will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Across the school the children will:

- Produce creative work, exploring their ideas and recording their experiences
- Create sketch books to record their observations and use them to review and revisit ideas
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

As the children progress through the school, they develop and improve their observations and techniques in drawing, painting and sculpture with a range of materials. The children will have produced a portfolio of art in their sketch books and folders that will reflect their independent journeys. Through visiting art galleries, conversing with 'real-life artists, taking part in themed learning and researching a range of artists, the children will have had opportunities to experiment and demonstrate a creative outcome. We hope that this will enable our children to develop a sense of ownership and confidence in their own abilities and artistic visions.

Design and Technology (DT)

The Bridge design and technology curriculum aims to teach the skills and knowledge laid out in the national curriculum. This is delivered through topic-based lessons which are aimed at engagement through being creative, practical and knowledge rich. We believe children need to be engaged in the process of designing and making to ensure they have the core knowledge and skills to be proficient in applying this to tasks and topics. Whilst cooking, we believe it is vital for children to understand and apply the principles of nutrition and healthy eating. We make sure that children have fundamental deliberate practice through lessons of 'design, make, evaluate and using technical knowledge'.

Music

At Bridge Junior School, all children will have access to a consistent and progressive music scheme with the aim to inspire and nurture a love of music.

We use the Charanga scheme of work which is progressive and matches the ambition of the National Curriculum to build the foundations for a lifetime enjoyment of music. Progression in music is aligned with the DofE's Model Music Curriculum with enhancements with Leicestershire Music Hub.

This will be achieved through:

- Music lessons.
- Working with external professionals and organisations.
- A range of performances to a variety of audiences.

Staff are offered CPD to build subject knowledge and consistency of delivery.

We want our children and the community of Bridge Junior School:

- to have a firm understanding of the basic elements of music, including pulse, rhythm and pitch;
- to have experienced a wide range of musical traditions and genres;
- to perform, listen to evaluate and review music across a range of styles and traditions;
- to learn to sing and use their voices as an instrument;
- to understand and explore how music is created using technology and instruments;
- to have increased confidence and enjoyment in their own musical abilities
- to celebrate their skills and successes with peers and wider audiences.

Modern Foreign Language (MfL)

Through a progressive scheme we want children at Bridge junior to be confident at writing and speaking a new language which in turn will help them in their wider life and in the future for economic wellbeing. We work with the main feeder secondary school as they speak French as the chosen language. Through our curriculum we will immerse children in basic knowledge and vocabulary of French to develop the spoken and written word, focusing more on speaking and listening and retrieval of the language. We also want to ensure children build their vocabulary to ensure they become fluent in French speaking to understanding and appreciate a widely spoken foreign language.

Religious Education (RE)

At Bridge Junior School we want to enable our children to celebrate and harness the harmony between and the diversity within, the religions and beliefs that are represented within Leicester City. We would like all our children to be open hearted and broadminded. We aim to support children at Bridge to learn about and learn from the religious beliefs represented in the city, and the UK, to better help them to understand the wider community and to prepare them for their future.

In order to deliver a relevant RE curriculum, we follow the Leicester City RE Agreed Syllabus 2009 – 2014 and the updated Harmony and Diversity non-statutory guidance document.

The programme of study is arranged into:

- Knowledge, skills and understanding
- Religions and beliefs
- Themes
- Experiences and understanding

Throughout Key Stage 2, pupils learn about Christianity, Hinduism, Sikhism and Islam in depth, recognising the impact of religion and belief locally, nationally and globally. Through teaching and sharing of experiences, the children make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Through explicit teaching children extend their range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education. Through visits to different places of worship, the children deepen their knowledge and understanding about different religions in their locality.

Through weekly RE lessons pupils will be engaged in systematic enquiry into challenging questions raised by religion and worldviews. Our children develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our children are confident when talking about their own beliefs and respectful when talking and learning about the religious beliefs of others.

Cultural capital

The term 'cultural capital', which is defined as: "**the essential knowledge that children need to be educated citizens**" is an essential an integral part of our curriculum we provide for all the children at Bridge. We believe that, through for instance, assemblies, lessons such as RHE, all children learn to appreciate and understand other cultures. In order to do this, they need to feel confident in their own cultural identity, as they all bring with them a wealth of cultural traditions and history that must be celebrated. We identify and celebrate the diversity of our different cultures and ethnic groups that make up our school, and think about our local context as well as exposing our children to wider experiences through extra-curricular clubs, competitions, trips and enrichments, initiatives (such as eco and sustainability, food for life and Healthy Schools).

Curriculum diversity and inclusion

At Bridge Junior School, we want to develop a diverse and inclusive curriculum which is represented across all year groups. We want to develop a curriculum where we are carefully considering the stories we are telling and who has told these stories in the past, in all areas of learning. Since the majority of our pupils are from BAME backgrounds, it is our responsibility to ensure that our children see themselves reflected in our curriculum, all year round not just as one-off events such as national Black History Month.

It is our responsibility to re-examining how certain subjects across our school are taught. Over time, we will continue to develop and adapt this, not necessarily changing **what** we teach, but **how** we teach it. We serve a hugely diverse and rich community who bring knowledge and memories of our neighbourhood. This must be celebrated, so that our young citizens understand what has shaped their futures and their community. For instance, it is hugely important that we celebrate the first large influx of immigrants who arrived at the end of World War II and the breakup of the British Empire, joining the labour shortages caused by the War. The 1950s and 1960s saw a number of immigrants and refugees from very diverse backgrounds arrive in the UK, especially in Leicester.

As part of deepening the children's understanding and knowledge of the immigrants that shaped our local community, Leicester and the UK, we have a responsibility to teach the children about racism and anti-racism (past and present) as part of our connected curriculum and especially through PSHE/RHE lessons; it's important to teach this in a British context, and do this all year round. For example, teaching about the Bristol bus boycott or the riots in Leicester in the 1980s, not just Rosa Parks for instance.

Wellbeing

Our curriculum will give the children the opportunity to:

- develop self-esteem and confidence in their abilities
- learn how to respect themselves and others
- follow their own interests and be themselves
- reflect and think mindfully about their learning
- work in a range of groups and settings
- recognise that people are good at different things
- build respectful friendships

Pupil Voice

Through our curriculum, children will have the opportunity to:

- ✓ make a positive contribution to the school and local community
- ✓ explore ways of becoming an active citizen
- ✓ say what they like and dislike about their learning
- ✓ take part in age-appropriate discussions
- ✓ take part in democratic activities across the curriculum
- ✓ make choices about things that are important to them
- ✓ express their opinions on a range of different topics and issues

Management of the Curriculum

Curriculum Planning

Long-term and Medium-term Planning;

- Topic grids indicate which topics are being taught in each term or half term.
- Year groups/class teachers plan blocks of work to be covered in each subject area over a half term. For the foundation subjects, this is based on curriculum overviews which are adapted to meet the needs of their year group/class and/or individual children.

Short-term Planning;

- Class teachers work collaboratively to plan work to be covered over a weekly period.
- Evaluative comments should be recorded on medium and short-term plans to inform future planning and/or next lessons by both the teacher and support staff.

Curriculum Subject Leaders/Coordinators will:

- monitor planning to ensure a broad coverage of skills and knowledge is being taught across the school so that end of year expectations are being met. This will be done through regular monitoring, including work and planning scrutinies.

Curriculum Monitoring

Headteacher

The Head Teacher, Deputy Head, and on occasions, Subject Leaders and/or curriculum coordinators will complete lesson observations to monitor delivery and learning outcomes. The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher, alongside the Deputy Head, will monitor the curriculum through planning, classroom observation, learning walks, book looks and liaise with the Curriculum Subject Leaders who will monitor planning and books.

Governors

The governors will work alongside their leadership team 'buddy' so that they have a clear understanding of their subject area. The Curriculum and Standards committee will monitor school policies which will be presented for ratification to the Full Governing Body.

Subject leaders/coordinators

The subject leaders/coordinators will monitor their subject through examining the long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and outcomes and ensuring that teachers have the skills and resources they need.

At Bridge, we distribute the leadership of specific areas of the curriculum to different teachers. The role of each curriculum subject leader/coordinator is to:

- Provide strategic leadership and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each curriculum subject leader/coordinator, to keep up to date with developments in their area, at both national and local level. They review the way their area is taught in the school and plan for improvement in consultation with the Headteacher and other leaders which links directly to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Reviewing the Policy

This policy will be reviewed annually by the governor's Curriculum & Standards sub-committee. It will also be published on the school's website.

Category:	Curriculum
Purpose:	To set out the key requirements of the school's curriculum alongside the National Curriculum 2014
Date ratified:	January 2022
Review Date:	<i>This policy will be reviewed every year by the Teaching and Learning Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i> January 2023
Coordinator/s:	Teaching and Learning Lead/Headteacher
Signed (&dated) by:	Joseph Wyglendacz (Chair of Governors)