

Higher Bebington Junior School

Curriculum Policy



Curriculum intent

At Higher Bebington Junior School we have designed a broad and bespoke curriculum which aims to develop curious and creative learners who are motivated and challenged. Our curriculum reflects the National Curriculum for core and foundation subjects and is enriched with opportunities from visiting artists, historians, actors with opportunities to create and perform music with a range of resident musicians and teachers.

We ensure our curriculum is enriched with visits and extracurricular activities to enhance learning at every opportunity. We teach children to ask big questions, challenge ideas and build on both their individual and combined strengths to solve problems and respond to the world around them. We hope to ensure each child practises taking risks, learning from mistakes and persevering towards their goals. Throughout our school, we are proud to show off the exciting work we have been doing for our curriculum through working walls, writing, reading and art work.

Our curriculum has been designed to reflect our school vision 'Together We Achieve' by actively seeking opportunities for children to work collaboratively across classes, year groups and within the wider community. This includes working together on year group assemblies and performances, performing for the local community, collecting for local food banks and organising events to raise money for local and national charities.

Each term we provide an outline of the topics and focus to be covered in each subject by each year group. These are sent home via Parent Mail each term but are also available online and displayed in our school. Paper copies can be requested via the School Office..

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

School ethos and aims

At HBJS the curriculum has been developed to fully reflect our vision, mission and core values.

Our Vision

'Together We Achieve'

Our Mission

To provide inspiring, creative and collaborative learning opportunities where all children are encouraged to reach their full potential.

Our Core Values

Challenge, Curiosity, Creativity and Character.

The overall aims of our curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of English, Maths, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their local environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.

The governing body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher and deputy headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing body on a regular basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's vision and core values.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Celebrating all pupils' academic achievements.

- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

Subject leaders are responsible for:

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Providing efficient resource management for their subject area. (See addendum.)
- Ensuring the curriculum is inclusive and accessible to all.
- The SENCO is responsible for:
 - Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
 - Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
 - Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
 - Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Curriculum areas

Year Group/Term	Autumn	Spring	Summer
Year 3	Passport to Europe	Set in Stone	The Rotten Romans
Year 4	Invaders	Secrets of the Tomb	Why is Liverpool such an awesome place to live?
Year 5	Gifts from the Greeks	Welcome to the Jungle	Victorious Victorians
Year 6	Bombs, Battles and Bravery	Out of Africa	The Great Outdoors

Our English Curriculum

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Writing

In all year groups, we teach writing through high-quality texts – ranging from picture books to Shakespeare. Over their time at the school, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing. Children are taught apply their writing skills across the curriculum.

Reading

First and foremost, we want all children at Higher Bebington Junior School to develop a life-long love of reading. Reading skills are predominantly taught through high quality texts during whole class Guided Reading sessions. This is first through looking at questions focusing on explanation, retrieval, inference and language choice. Children then focus on the skills of

comprehension, first through unpicking vocabulary, then moving on to unlocking the meaning of whole texts.

Teachers read a huge variety of written material regularly with the children, fiction and non-fiction, stories, reports, diaries and poems. Each year group has access to a 'Class Book Library' containing challenging and interesting novels for teachers to read to their classes, exposing children to language and classic stories which they may find too challenging to read independently.

Our Maths Curriculum

At Higher Bebington Junior School, we teach Maths using the *Maths No Problem* scheme, an approach to teaching maths developed in Singapore. Problem solving, fluency and relational understanding are at the heart of the scheme. It uses the Concrete, Pictorial, Abstract (CPA) approach and allows pupils to spend enough time to fully explore a topic, reinforcing it with practice, before moving onto the next one. All ideas are built on previous knowledge and pupils have ample opportunity to develop relationships between topics.

Lessons typically are broken into four parts:

Anchor Task – the entire class spends time on a question guided by the teacher. The children are encouraged during this time to think of as many ways as possible to solve the question as possible.

New Learning – the teacher introduces and explains the new learning for the lesson.

Guided Practice – children practice new learning in groups, pairs or individually guided by the teacher.

Independent Practice – practice on your own. Once children have mastered the concept they use their reasoning and problem-solving skills to develop their depth of learning.

Key points:

A highly effective approach to teaching maths based on research and evidence

Builds students' mathematical fluency without the need for rote learning

Introduces new concepts using Bruner's Concrete Pictorial Abstract (CPA) approach

Pupils learn to think mathematically as opposed to reciting formulas they don't understand

Find out more at the [Maths No Problem website](#).

We also use Times Tables Rockstars as a tool to help pupils develop fluency in multiplication tables.

Our homework is bespoke to our maths learning and follows a similar pattern in all year groups. It is given out weekly and is designed to develop mental fluency, calculation skills and reasoning.

Our Science Curriculum

At Higher Bebington Junior School, we use the *Collin's Snap Science* scheme to support the teaching and learning of science. This embeds working scientifically requirements into each unit of work so that in addition to the core knowledge and vocabulary, children are developing skills of observation over time, pattern seeking, comparative and fair testing, classifying and grouping and researching using secondary sources. In addition, as reflected in our principles, this scheme allows children to seek the answers to questions through collecting, analysing and presenting data.

Year 3: Our Changing World, How does your garden grow? , Rock Detectives, Can you see me?, The power of Forces, Amazing Bodies,

Year 4: Our Changing World, Where does all your food go? Switched on, In a State, Good Vibrations, Human Impact, Who am I?

Year 5: Our Changing World, Circle of Life, Reproduction in plants and animals, Get sorted, Everyday Materials, Marvellous Mixtures, All Change, Feel the force, Earth and Beyond
Year 6: Our Changing World, The Nature Library, Body Pump, Body Health, Everything Changes, Danger! Low Voltage, Light up your world.

The National Curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Our school agreed Science Principles assure that all pupils:

- Have the opportunity to work collaboratively and also independently.
- Are engaged, enthusiastic and active in lessons.
- Have access to a plentiful range of good quality resources.
- Use ICT to collect, research, report and analyse data.
- Make links between areas of science, our experiences and are confident using scientific language.
- Experience a wide range of investigations.
- Ask their own questions and use different scientific ways of finding answers.

Our Creative Curriculum

At Higher Bebington Junior School *creativity* is at the heart of our curriculum and is one of our core values. Although it is primarily found within subjects such as art, design and technology and music, we actively seek opportunities for children to confidently express their own thoughts and ideas across the curriculum. This can be seen in a range of ways including their topic work and even their homework books.

Art Curriculum

At Higher Bebington Junior School we encourage children's artistic development throughout the school. Our art curriculum (which encompasses the objectives outlined in the national curriculum) is taught through three strands

- drawing and painting
- 3D Art – this includes sculpture and textiles
- Printing

Where appropriate, the art curriculum makes links with history, science and geography if this helps the children gain a greater depth of understanding. They are exposed to a variety of skills and these are built upon year on year.

Design & Technology Curriculum

Design and Technology (DT) is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve problems within a variety of contexts, considering their own and others' needs, wants and values. Where appropriate, the DT curriculum makes links with history, science and geography. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks
- confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Music Curriculum

At Higher Bebington Junior School, music plays a large part in our children's creative learning. Music lessons are rooted in theory with an emphasis on performance. From Year 3 to Year 6, music lessons are designed to nurture and challenge all our children to become accomplished young musicians, sharing their achievements through individual and group performances.

The information below refers to music lessons pre Covid-19. Please see addendum for up-to-date guidance.

Each week, children participate in whole school singing assemblies where they develop a range of voice and performance skills. Singing from a select repertoire, children will explore a broad and diverse range of songs and compositions that complement their wider creative curriculum. In addition, we offer specialist group instrumental tuition in guitar, flute, saxophone, clarinet, violin, cello and viola. Lessons are taught by a team of talented peripatetic teachers during the school day who support the children in achieving recognised music qualifications. The children regularly demonstrate their musical talents through concerts to the whole school and parents. For several years the school has also had its very own Year 6 'Rock Band' formed each year through a series of auditions. For the second year running, the children's auditions were of such a good standard that we have been able to form two bands who meet each week to rehearse and will perform to the school community towards the end of the academic year. The school also has an active School Choir. Last year we were honoured to have been asked to be part of the Wirral Schools Choir for BBC Children in Need as well as performing carols for the local community at Christ Church, Higher Bebington.

Computing Curriculum

The Primary National Curriculum for Computing is split into three strands: information technology, digital literacy and computer science.

At Higher Bebington Junior School, our Computing curriculum strives to create excitement, creativity and overall love of technology through using various elements and skills to code, connect, communicate and collect.

- **To Code:** Being able to code through the use of computer science helps children of all ages to understand how computers and networks work. It gives all children the opportunity to learn basic computer programming, from creating on-screen computer games and quizzes and programmes by Year 6, using a range of coding platforms.
- **To Connect:** Being able to connect through digital literacy is vital in the development of a child's understanding on how to be safe and responsible whilst using technology. Children focus on the Higher Bebington Junior School e-safety internet legends (inspired by google legends) on how to keep safe online. They learn how to access technological devices to access the internet safely such as Kiddle.
- **To Communicate:** Being able to communicate in a variety of ways through the use of digital literacy, by developing keyboard skills and confidence when using a range of

programmes to communicate one's ideas. To use animation, green screen, comic and book creator to be able to communicate their ideas and present them to their peers'.

- **To Collect:** Being able to collect information using information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Children will learn how to safely collect pictures, videos and data and use appropriate applications and programmes to display, present or organise their data.

Lessons also include regular teaching of e-safety to ensure that children feel confident when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Geography Curriculum

Children's geographical learning starts with the familiar and slowly builds outwards, from Merseyside, to the UK, to Europe, the Americas and Africa. Their understanding of how their local area fits into the wider world is therefore gradually accrued. More in-depth studies allow children to develop their understanding of the interactions between physical and human geography, with units on Europe in Year 3, Liverpool in Year 4, the Americas including the rainforest in Year 5 and mountains, rivers and coasts in Year 6.

Progression within the curriculum is clear with milestones for progress being covered by the end of Year 4 and built upon in Years 5 and 6. Here, children will investigate places (location and their physical and human features), patterns (understand the relationships between the physical features of places and human activity within them) and understand geographical representations, vocabulary and techniques. Other units offer scope for children to use digital resources, globes and atlases to explore regions. Key technical vocabulary is mapped onto each unit, allowing children to build a rich bank of geographical language.

- Year 3 – Passport to Europe
- Year 4 – Why is Liverpool such an awesome place to live?
- Year 5 – Welcome to the Americas (North and South America)
- Year 6 – Mountains, Rivers & Coasts

Each unit is supported by a Knowledge Organiser which details the key facts, vocabulary and skills for each unit.

A common theme, which is woven throughout the school Geography Curriculum, promotes a curiosity and understanding of what daily life is like for different children in different countries.

History Curriculum

At Higher Bebington Junior School, the History curriculum develops children's knowledge of historical periods, events and significant individuals. Children learn key facts and concepts alongside skills such as chronological understanding, how to analyse and evaluate historical evidence, how to empathise with people from different eras and how to compare and contrast life in different periods.

Year 3 – Stone Age to Iron Age, Roman Britain

Year 4 – Anglo Saxons, Vikings, Ancient Egypt

Year 5 – Ancient Greece, A Local History Study - Port Sunlight Village

Year 6 – The Battle of Britain, Ancient Benin

The information below refers to music lessons pre Covid-19. Please see addendum for up-to-date guidance.

Through all our history topics, care is taken to ensure links are made with local history. For example, Year 3 look at the local Roman sites around Chester, Year 4 look at the wide range of Anglo Saxon and Viking influences that can be found around the Wirral Peninsula, Year 5 undertake a local study of the historically significant Port Sunlight Village and Year 6 look at how the local area was affected during World War Two.

Studies of ancient civilisations of Rome, Egypt, Benin and Greece are supported by visits to historical sites in Chester, the World Museum Liverpool as well as organising visitors into school to bring the past to life for the children.

Children express their learning through drama, art, discussion and writing. Knowledge organisers support the children in their learning by detailing the key facts, vocabulary and skills for each unit.

Languages Curriculum

At Higher Bebington Junior School, we believe that learning another language is a crucial part of the children's education; it allows children to build self-confidence as well as developing their communication skills. In our modern society, children now have the ability to communicate with others from around the world; we want to equip the children with the skills and confidence to be able to do this. We explain to the children the benefits and purpose of learning a language too; being able to communicate with others whilst on holiday abroad and better understanding cultures. Our vision for our languages curriculum is to inspire children; encouraging them to be curious about the world.

French is taught from Year 3 to Year 6 in thirty minute slots once per week. Our curriculum is arranged to engage and excite all of our learners – ensuring children are taught the specific linguistic skills as stipulated in The National Curriculum 2014. Primary Languages Network is used for planning and to provide resources, to cover the necessary skills and the twelve attainment targets. Topics are thematic and build up grammatical, aural and linguistic skills as well as vocabulary. French is taught in mixed ability groups as we believe all children can achieve and should be exposed to different language speaking and interpretation skills with the help and support of their peers.

P.E. Curriculum

At Higher Bebington Junior School, our pupils access 2 hours of physical education a week, delivered by school staff. In partnership with the Co-op Academy Bebington, the school works closely on improving the delivery and provision of P.E through CPD and support from their P.E. specialists.

Our school playground has recently been redeveloped to include a 'Daily Mile' track which is currently at the centre of a whole school competition. Furthermore, the school provide a range of before, during and after school clubs which are led by both school and Full Of Beans staff.

Purpose

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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 times
- Engage in competitive sports and activities
- Lead healthy, active lives.

The School Games, which is funded by Sport England National Lottery funding and delivered by the Youth Sport Trust, is a government led programme designed to deliver competitive school sport to all young people.

At Higher Bebington Junior School, we believe in ensuring that the children have a voice through the Pupil Leadership Team. Therefore, Mr Rudd is pleased to have had so many applications for the Sports Crew, who will help him to develop the School Games and P.E. provision at our school.

The Sports Crew are responsible for:

- Working with teachers and fellow pupils to organise intra-school competitions and school sport opportunities.
- Organising a focus groups to find out what young people think of sport in their school.
- Reporting back to fellow students at the end of the year on what improvements have been or are going to be made.
- Being at the forefront of pupil voice.
- Day to day support of P.E. Lead.
- Organise, promote and motivate pupils to get involved in PE and School Sport.

RE Curriculum

At Higher Bebington Junior School, we follow the Wirral SACRE (Standing Advisory Councils for RE) Agreed Syllabus for Religious Education and Worldviews. This has just been updated in December 2019. All children have one RE lesson per week.

Each year group will study one aspect of Christianity as well as one of the world's major religions, Over the course of Key Stage Two, the children will learn about Buddhism, Christianity, Humanism, Islam, Judaism and Sikhism.

Year 3 – Christianity, Sikhism

Year 4 – Christianity, Buddhism

Year 5 – Christianity, Islam

Year 6 – Christianity, Judaism, Humanism

At Higher Bebington Junior School, we recognise that religion and belief, for many people, forms a crucial part of their culture and identity. Our core values at HBJS: challenge, curiosity, creativity and character are at the heart of how we teach RE. We ensure that children are taught key knowledge, in a creative way, to ensure that they are equipped to talk about RE in a sensitive and respectful way.

We believe that RE contributes to spiritual, moral, social and cultural development (SMSC) of all children, and that this makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain,” through practising the skills of tolerance and mutual

respect as seen in Fundamental British Values. RE provides us with opportunities to develop pupils learning and understanding of people they will meet, work and live alongside. Up until this year, the children have all undertaken a visit to a place of worship from one of the world religions in the surrounding area. (See addendum under school visits.)

SMSC Curriculum

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

PSHE Curriculum

PSHE is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

At Higher Bebington Junior School, we follow the Jigsaw scheme of work for PSHE, which complements our school ethos and is adapted to suit the needs of our pupils. The whole school engages in one theme at a time across all year groups, with six themes over the course of a year.

These are: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. Learning comes in a range of forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers and cross-curricular lessons.

We recognise the importance of our children being valued, healthy and responsible members of our community and our PSHE curriculum provides many opportunities to support this. In addition to this, PSHE lessons aim to develop children's confidence, self-esteem and ability to:

- promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- embrace their abilities and make the most of them
- develop and maintain positive relationships with all members of our school and wider community
- respect each other
- develop a healthy lifestyle
- become a positive member of the community
- make informed choices regarding personal and social issues and to be responsible members of the school community.

At Higher Bebington Junior School we believe that effective Relationships and Sex Education is pivotal for our children to make well informed decisions about their lives. The RSE programme is delivered to upper Key Stage Two children and is integrated into the PSHE curriculum within the school. Parent meetings are held so that parents can view the RSE materials and support discussions at home. Our RSE programme is currently under review.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy. Pupils with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part. All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

Monitoring and review

This policy is reviewed annually by the headteacher and the governing body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is date.