

Broomfield School Curriculum Information for Parents

Introduction

Providing a first class education for our children is our core purpose. Such education is provided through the curriculum – a progressive, purposeful course of study and learning to achieve key learning outcomes.

Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed.

This document states the definition of our curriculum and our aims behind it. As our society (both local, national and global) evolves and changes, so will the content of our curriculum. The underlying beliefs and principles however will remain the same.

The Scope of Our Curriculum

Our aim is to provide a broad and balanced curriculum that takes into consideration the overall requirements of the National Curriculum (2014) and locally agreed syllabus for Religious Education. In particular, we recognise the priority of children to have core knowledge and skills in English, Mathematics and Science. We recognise the increasing need to develop children's skills exploring and using a range of technology and media as lives are lived on an international platform with international interconnectivity.

Our aim though is to go further and provide an education that supports children's holistic development – academically, intellectually and artistically; socially and emotionally; physically and spiritually.

We seek to provide an inclusive curriculum that offers 'learning without limits'; rigour and challenge; enjoyment, engagement and enrichment. This includes a range of opportunities that further our aims via extra-curricular and enhancement activities.

Delivering Our Curriculum

Principles of Learning:

Learning:

- is progressive, taking into account children's prior knowledge and skills;
- focuses on quality rather than quantity;
- aims to move from the shallow to the profound;
- is personalised, taking into consideration children's interests and views;
- is facilitated through the highest quality creative pedagogical approaches (including thematic learning journeys) and supporting resources;
- is relevant, transferable and can be applied in a range of contexts;

- utilises a range of learning contexts to maximise engagement, enjoyment and progress;
- makes the best use of the local environment and facilities;
- actively contributes to children's spiritual, moral, social and cultural development enabling children to have a clear understanding of British values and to prepare them for life in modern Britain (see further explanation below).

The Culture of Learning:

In all that we do we seek to promote a learning culture marked by:

- high expectations
- challenge & support
- flexibility & inclusivity
- openness & trust
- valuing everyone
- risk taking, innovation & creativity
- collaboration & community
- celebration & pride

Spiritual, Moral, Social and Cultural Development

At Broomfield we have adopted the definitions given by Ofsted in the Subsidiary Guidance (April 2014) which states that:

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the ways communities and societies function at a variety of levels.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

The Secretary of State has listed these as follows:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.