

# **Bledlow Ridge School**



## **Curriculum Statement**

**Date agreed: October 2023**

**Review date: October 2025**

## How the curriculum is organised

The school's curriculum is broad and balanced, with lots of opportunities for first-hand experience. Children participate in a wide range of activities, which take account of their interests and achievements, and developing physical, intellectual, emotional and social abilities. Underpinning all is an awareness of the importance both of promoting pupils' spiritual, moral, social and cultural development (see the separate SMSC Policy) and of preparing the children for the opportunities, responsibilities and experiences of later life.

### Reception Year

Pupils in the Reception Class follow the Statutory Framework for the Early Years Foundation Stage. Children work towards 'Early Learning Goals' which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

There are seven areas of learning and development that must shape educational programmes in all Early Years settings. All areas of learning and development are important and inter-connected. However three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three *prime* areas are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Early Years Foundation Stage is for children from birth to 5 years and it leads naturally into the National Curriculum, which is organised in four Key Stages.

## **The National Curriculum for Pupils in Years 1 - 6**

At Bledlow Ridge School we have the first two key stages of the National Curriculum. Key Stage 1 is for pupils in Years 1 and 2, and Key Stage 2 is for pupils in Years 3 - 6. School begins at 8.30 and finishes at 3pm which equates to 32.5 hours a week.

The following subjects are taught at Key Stages 1 and 2:

### **Core Subjects**

- English
- Mathematics
- Science

### **Foundation Subjects**

- Art & Design
- Computing
- Design & Technology
- Geography
- History
- Music
- Physical Education
- Religious Education
- Personal, Health, and Social Education (PHSE)

In addition to this French is taught at Key Stage 2.

## **Teaching and Learning**

The children are taught in various ways and grouped accordingly, depending on the teaching / learning planned for that session, see the separate Teaching and Learning Policy for further details. All pupils in a class are taught the same or a similar curriculum but teaching is differentiated, where appropriate, to meet the differing needs of the children. Ongoing assessments of pupil achievement are used to inform future planning and to check pupils' progress, as well as to identify those pupils whose abilities lie outside the normal range.

## **Health and Safety**

Pupils are taught to have due regard to safety, throughout their time in school and where there are subject specific requirements, e.g. in PE, Computing, Science, Design & Technology, teachers specifically teach safe working practice.

The following link shows the National Curriculum in England:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335138/PRIMARY\\_national\\_curriculum\\_220714.doc](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335138/PRIMARY_national_curriculum_220714.doc)

This document details the purpose of study and specific aims for each subject, along with the subject content (programmes of study) that all state schools are required to teach.

## Curriculum Rationale

The curriculum at Bledlow Ridge School is designed to provide a broad and balanced education that meets the needs of **all** pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.

The curriculum is designed to be fun and exciting: we want our children to love learning and enjoy coming to school.

- Our Bledlow Ridge Values underpin our curriculum.
  - **Curiosity:** everyone is open to learning new things about themselves, all that surrounds them and how the two fit together.
  - **Resilience:** everyone keeps trying to better themselves, even when things are difficult or when we make mistakes.
  - **Health:** everyone has the skills and tools to maintain a healthy balance of their mental, physical and emotional wellbeing.
  - **Empathy:** everyone is kind, caring and considerate of the feelings of one another.
  - **Respect:** everyone treats our environment with respect and appreciates the cultures, beliefs and views of one another.
  - **Confidence:** everyone believes in themselves, stands up for what is right and has the confidence to reflect and learn from their actions

Our Bledlow Ridge curriculum celebrates the importance of **community**. We teach children the skills, knowledge and **cultural capital** they need to thrive in our diverse world. Our curriculum teaches British Values and protected characteristics, while supporting the pupils' spiritual, moral, social and cultural development.

## Curriculum Statement

At Bledlow Ridge School we offer a curriculum which is broad and balanced, which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014, complies with the Equality Act 2010 and the SEN and Disability Regulations 2014. The curriculum at Bledlow Ridge is accessible for all children, including those with a disability or SEN needs.

We want every child to take an interest in what they are learning and for it to mean something to them. Subject 'Road Maps' and subject 'Medium Term Plans' provide logical progression of learning. Our curriculum considers the development and wellbeing of the whole child; not just concentrating on academic success. We intend to teach a curriculum that allows children to make links between key areas of learning; remember more and give a firm foundation from which to develop further.

Our curriculum is designed to foster links between subjects. Themes are planned each half term and curriculum areas are blocked together to support pupils' retrieval practice. For example, History and Geography subjects are blocked, therefore allowing half a term for a Geography focus, where knowledge and skills taught can be retrieved and remembered, followed by half a term for a History focus. This time allows skills and knowledge to develop over the half term, where teachers focus on ensuring that pupils remember more.

Regular enrichment activities throughout the year provide pupils with a broad and balanced curriculum. For example, we have had workshops from outside providers to mark the beginning of Black History Month. Pupils were taught about generation Windrush, this learning then continued into the classroom through drama and written activities. There are termly 'Time to Talk' days with a specific theme planned. The most recent day focussed on the 9 Protected Characteristics and was titled, 'Proud to be ME!' Time to Talk days give pupils an

opportunity to understand how to communicate; listen effectively and celebrate who we are. Other successful enrichment activities include #WeareMusicians, #WeareAuthors, #WeareActive.

The impact of this approach is evident in the pupils' outcomes and the positive attitudes of children towards their learning.

The curriculum is underpinned by the Bledlow Ridge School values of Respect, Empathy, Curiosity, Confidence, Resilience and Health. The children are clear about the behaviours that show they are following the school values; our values are taught on their own e.g. through assemblies and also through other areas of the curriculum. Pupils who embody our Bledlow Ridge School Values are given certificates each week in celebration assembly. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

There are trips planned (including local trips within our community) throughout the year. These trips involve aspects of history, geography and outdoor education as well as the opportunity to develop social skills and independence. All years undertake educational visits and enrichment activities. Before any visit takes place, the initial plan is approved by the Headteacher and risk assessments are completed. In order for educational visits to take place, parents are asked to make a voluntary contribution towards the cost. Children across the school benefit from visiting speakers and special enrichment days. In Year 6 the children are able to take part in a residential visit.

The approaches mentioned above ensures that the school avoids a narrowing of the curriculum. The implementation of the knowledge and skills pupils acquire and the focus on retrieval practice mean that children at Bledlow Ridge School remember what they are learning and can enjoy a broad, balanced and rich curriculum in every year group of the school.

The school uses the Little Wandle Phonics programme. For more information, please refer [here](#)