



## Curriculum Aims

Date Last Reviewed: **January 2024**  
Next Review Date: **January 2026**  
Audience: **Open**

To be reviewed in line with the School Development Plan.

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## **1. 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 requirements of the National Curriculum.

## **2. The school should:**

- 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 the use of a wide variety of resources.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks he/she is asked to perform.
- Provide an appropriate curricular balance amongst the competing aims of education.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Engage learners through the use of technology that they personally value and understand, especially the VLE (the Virtual Learning Environment used by the school).
- Motivate learners to become intrinsically motivated learners
- Use external advice where it will help children to develop further.
- Continue to use creative days to enhance the curriculum.
- Provide challenge for the children.
- Provide opportunities for all children to be represented and have their views and ideas influence school policy and practices.
- Keep informed and update curriculum in line with current initiatives and current thinking.

### **3. Children should:**

- Be enthusiastic and eager to put their best into all activities.
- Be resilient and want to challenge themselves.
- Become intrinsically motivated learners
- Start to respond to situations in a truthful and sincere way, wanting to act in the correct manner.
- Take responsibility for their actions.
- Care for and take pride in the school.
- Through understanding, show an interest, acceptance, and appreciation of others, including those who are from very different backgrounds to theirs.
- Develop an anti-sexist, anti-racist and anti-homophobic attitude towards others.
- Represent the school responsibly within the school and the wider community.
- Be able to listen carefully and make appropriate and accurate responses verbally and through other modes of communication.
- Be able to solve problems and respond to different situations, working equally well by themselves and within a small group with their peers.
- Be able to make informed and reasonable decisions with the information and resources they are given.
- Be able to develop creativity and communicate their knowledge, skills and feelings through different media, including art and craft, music, drama and technology.
- Develop scientific and technological skills.
- Know the community they live in and how the geographical and historical changes have shaped the local area.
- Be able to talk about the beliefs of the major world religions.
- Know how to keep themselves healthy and safe through physical activity and hygiene.

# *Newnham Junior School*

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This document was approved and adopted by the governing body

Date

22nd February 2024

Chair of Governors

Tanya Huehns

Date	Status	Comments
14 <sup>th</sup> November 2017	Updated	Vocabulary & wording updated in respect of FROG and an example of resources. 'Children should' bullet points updated so that policy reads more fluently. One bullet point removed.
25 <sup>th</sup> September 2018	Reviewed by Committee	No changes
24 <sup>th</sup> September 2019	Reviewed by Committee	No changes
November 2021	Reviewed by Committee	Minor changes.
January 2023	Reviewed	Minor changes
February 2024	Approved	Minor changes