



***'Learning for a fuller life...'***

## **Curriculum Statement**

At Taverham VC CE Junior School, we understand the importance of a broad, well-rounded, fulfilling curriculum that will prepare our pupils for the next stage of their education and for their future as citizens of the UK, and of the world.

As a local authority maintained school, we teach the statutory National Curriculum, but our wider curriculum is informed by our aims and values, particularly our vision of 'Learning for a Fuller Life.'

This is based on the words of Jesus Christ, as reported in the Gospel of St John - 'I have come that they may have life and have it to the full' (Chapter 10 verse 10)

In adopting '**Learning for a fuller life**', we want all children at Taverham VC Church of England Junior School to become:

- **Successful and happy individuals**, who participate fully, enjoy learning, make progress and achieve;
- **Confident and resilient young people** who are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who make a positive contribution to society, locally, nationally and globally;
- **Caring, respectful and tolerant** members of their community;
- **Reflective individuals**, with a strong spiritual and moral awareness

We see it is our duty to give children the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique.

*"Each second we live is a new and unique moment of the universe, a moment that will never be again. And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there has never been another child like you." Pablo Casals (1881 – 1973)*

Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all.

Our Christian 'Values for Life' and our own 'Values for Learning' link with our work on promoting universal and British values (see below). Together with our PSHE/SRE and RE curriculum, we believe these values provide a moral purpose that underpins our curriculum.

The DfE (Department for Education) state that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Promoting 'Fundamental British Values'**

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. The 2015 OFSTED framework states that *'Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors.....actively promote British values.'*

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world; they differ only slightly, if at all, from the values of most western European countries, for example.

As a Church of England School we have adopted the Church of England's 'Values for Life' as our core values. These are shared through assemblies/collective worship, the curriculum, newsletters to parents and displays around the school and in classrooms. We believe that many of the 'Values for Life' incorporate 'British values'.

At our school these values are reinforced regularly and in the following ways:

### **Democracy**

Democracy is embedded in the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council, Eco council and through occasional survey/questionnaires. Pupils are also consulted on a regular basis as part of subject leaders' monitoring. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. The Y6 curriculum features a full scale House of Commons-style debate on issues such as graffiti and new housing in Taverham. Year 5 conduct a 'mock election' as part of their curriculum work on democracy in Ancient Greece.

### **The Rule of Law**

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced regularly, as well as when dealing with behaviour and through assemblies/collective worship. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The police have visited the school to talk to the children about e-safety and have been present at the school's summer barbecue; other authorities have visited the school as part of our Aspirations Week'.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and P.S.H.E. Our pupils are given the freedom to make choices: about their behaviour; of which challenge to tackle in a lesson; of how they record; whether to apply for a responsible role/job (e.g. Sports Leader, Digital Leader, Christmas dinner waiter or waitress); whether to participate in our numerous extra- curricular activities etc.

### **Mutual Respect**

*'Pupils learn well how to be polite, they listen to their teachers and to each other. They are very accepting of each other's' differences.'* (OFSTED, November 2014). Our school ethos and behaviour policy is underpinned by the principle of respect and our 'school expectations' (rules) reflect this, as does the school's Mission Statement. Children learn that their behaviours have an effect on their own rights and those of others. A key school aim is to help children become 'caring, respectful and tolerant members of their community.'

### **Tolerance of Those with Different Faiths and Beliefs**

As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique. Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all. We try to enhance pupils' understanding of their place in a culturally diverse society through the curriculum, visitors to the school and assemblies/collective worship. This is particularly important because our school is situated in an area and a county that is not greatly culturally diverse. Members of different faiths or religions, and those

who speak languages other than English, are encouraged to share their knowledge to enhance learning within classes and the school.

## **Personal, Social, and Health Education (PSHE) and Sex and Relationship education (SRE)**

Through our PSHE/SRE curriculum we aim to help our children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for healthy relationships with others;
- Have respect for others regardless of race, gender, sexual orientation and mental and physical disability;
- Be independent and responsible members of the school community;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Be positive and active members of a democratic society and engage with the fundamental values of British democracy.

### Teaching and learning in PSHE/SRE

PSHE whole school themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

SRE themes are:

- Yr3 Families. Keeping safe
- Yr4 The human life-cycle, including pregnancy
- Yr5 Physical and emotional changes at puberty. Friendships and respect for others.
- Yr6 Reproduction, puberty, pregnancy. Challenging media stereotypes.
- We teach PSHE in a variety of ways, from 'R-time'\* sessions, class circle times, assemblies, projects, subject days and homework.

The PSHE curriculum should address the needs of our children, so therefore issues and themes might vary accordingly. Research and good practice demonstrates that PSHE/SRE needs to 'start from where the pupils are'.

- In some instances, e.g. drugs education, we might teach PSHE as a discrete subject. We also pay particular attention to the area of 'Bullying' during the national annual Anti-Bullying focus week.
- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, R-Time, role-play activities, puppets, group-work and problem-solving.
- Residential visits offer an opportunity where there is a particular focus on developing pupils' self-esteem and giving them opportunities to take responsibility and to develop leadership and co-operative skills.
- The correct terminology will be used for naming parts of the body. Teachers will acknowledge that there are lots of other words that are used – so as not to embarrass children or undermine teaching at home – but also to emphasise what the correct words are and that they will be used within school.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.
- PSHE is also developed through activities and whole-school events. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; School council and Eco council meetings; and by taking on roles of responsibility for themselves, for others and for the school (e.g. Sports leaders, Digital Leaders, House Captains)
- We have 'Positive Play' and 'Social Stories' sessions for those pupils who need to develop their social interaction skills and a nurture group ('Starfish Class') for a small number of pupils with particularly significant social, emotional and learning needs.

- Also contributing to the taught curriculum we have visiting speakers such as The Matthew Project, the police and representatives from local organisations whom we invite into the school to talk about their role in creating a positive and supportive local community.
- Whole school, year group and class assemblies are based on half-termly units and are part of the 'Values for Learning' and the Church of England's 'Values for Life'.
- We encourage the exploration, clarification and development of attitudes and values that are positive to health and well-being, and foster self-esteem, positive self-image and confidence.
- We value the development of personal and social skills to enable emotional development, interaction with others, active participation in society, and the making of positive healthy choices (assertiveness, communication and effective dialogue in relationships)

Parents have the right to withdraw their child from the non-statutory element of SRE lessons but we would urge anyone considering doing so to contact the Headteacher to discuss the matter.

### **Religious Education (RE)**

As a Church of England School Christianity is the main focus of our RE curriculum, but other major world religions are also covered. Our RE curriculum is based on the SACRE Norfolk Agreed Syllabus. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Taverham VC CE Junior School, we develop the children's knowledge about Christianity and its values as well as the understanding of the major world faiths. We address fundamental questions concerning, for example, life as a journey, the existence of a deity and life after death. We enable children to develop a sound knowledge of Christianity as well as other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

RE is blocked for each year group in in half termly RE days. These allow the children to immerse themselves fully in meaningful, enquiry-based learning.

Any parent wishing to withdraw their child from R.E. should contact the Headteacher to discuss the matter.

### **English**

Every class has a daily English lesson. In English lessons children build up a knowledge and understanding of the English language, which will enable them to be confident and competent users of the written and spoken word. To this end, the children will be challenged with a wide range of tasks, encompassing skills in speaking and listening, reading and writing.

Emphasis is placed on regular reading and your child will experience and study a diverse range of literature. We have good links with Taverham Library and a spacious, appealing and well-stocked library of our own, at the heart of the school, where children can enjoy a wide variety of fiction, non-fiction and poetry books. We believe reading for pleasure is vital and use novels and picture books to stimulate children's imagination and interest, develop their comprehension skills and provide a context and inspiration for writing. Every year we have 'Book Week' linked to World Book Day, focussed on developing enthusiasm for books, reading and writers.

Writing for purpose and meaning is developed across the curriculum, through a variety of situations requiring differing forms of writing for different audiences.

Through discussion, debate and drama, children will be encouraged to express themselves appropriately and creatively and to think critically.

The teaching of spelling builds on the phonics approach used in infant schools, supplemented by work on grammar, topic/subject-specific and technical vocabulary, sentence-level work and interventions where necessary.

### **Mathematics**

Following an introduction for the whole class, daily mathematics lessons usually consist of three levels of challenge based around a core concept; the children select the task appropriate for their own confidence/ability level.

There is a huge amount of research showing that attitudes to and anxiety about maths are responsible for many children not succeeding in the subject. Addressing this and the teaching of maths in general is a key part of our school development and improvement plan. Many children see maths as being all about using methods and processes and getting the right answer. While these are obviously part of it, a professor of mathematics will tell you that maths is a creative subject; all about patterns, ideas, making connections, 'conjecturing', testing out theories etc. We strongly believe that a more open-ended, creative approach to maths will develop the vital skills of fluency, reasoning and problem-solving.

Games, puzzles, investigations and work in other subject areas are also used to help practise, reinforce consolidate children's maths skills and practical/visual apparatus is used throughout the school to help pupils visualise and understand mathematical concepts. We also stress the importance of mathematical enquiry and reasoning, questioning, mental arithmetic, knowing your times tables and the ability to think about numbers in your head. As such, we involve our pupils in activities which enable quick recall of number and build confidence in calculating mentally.

Opportunities are provided for pupils to use and apply their maths skills across the curriculum.

## **Science**

The aims of our science curriculum link directly into our school aims for developing successful and happy individuals. We strive to enable our pupils to become confident, resilient and responsible citizens, both on a small school scale but also on a wider global aspect. By allowing our pupils to safely explore and discuss the natural phenomena that are all around them (and govern everything we do), the children will become more caring reflective individuals and inevitably allow them to learn for a fuller, more informed life.

Key aims:

- For pupils to become curious and wonder about the world around them and the things that they observe, experience and explore
- For pupils to develop a love and respect of nature and a knowledge of the flora and fauna found locally
- For pupils to reflect on their observations, and those of others, and realise that science is about being wrong, finding patterns and moving forward, building resilience
- For pupils to develop respect for the environment and living things, including themselves and each other, working cooperatively with each other and nature
- For pupils to acquire and refine the practical skills necessary to investigate ideas and questions safely and confidently
- For pupils to use their experiences to develop understanding of the key scientific ideas and use progressively technical scientific vocabulary
- For children to practise mathematical skills (e.g. drawing graphs) and enhance literacy skills (listening and speaking, writing and reading) within real contexts
- For children to use a range of media including ICT to extract scientific information.

Each unit of learning is taught and developed during the children's time at the school through a variety of science topics which have been adapted from the National Curriculum 2014. Cross-curricular links are also made where possible to enhance the learning of science. Progression is achieved by the science lead over-seeing and monitoring the planning, teaching and learning of both the skills and content parts of the curriculum.

The science curriculum has an element of sex education (reproduction and human development) and the vocabulary that supports this teaching and learning. There is a distinction between sex education taught through science and what is delivered through PSHE Education. The PSHE curriculum is delivered in a timely manner to build on the scientific learning to boost children's knowledge of human biology and helps pupils to stay healthy and safe as they grow up. Please refer to the PSHE/SRE Policy for full information.

## **Computing**

The computing curriculum consists of several key aims. In programming, the aim is to develop the children's ability to solve problems and to build resilience in identifying and rectifying issues. In creating content, they should gain experience in a wide variety of software chosen for specific goals such as analysis or presentation. Finally, it is the aim of curriculum to ensure that children are able to use computers safely. They should feel confident in identifying potential risks as well as knowing how or where to report issues that they may come across.

## **Physical Education (PE)**

Within our Physical Education lessons, pupils experience different activities in the areas of gymnastics, dance, athletics, games and outdoor education. Our aim is to develop increased levels of strength, stamina, co-ordination, balance, confidence and team work. The importance of keeping ourselves fit and healthy is also emphasized and incorporated into P.E. and games activities. Pupils in Year 3 and 4 have swimming lessons which take place off site at Drayton and Hellesdon.

Lessons are taught by specialist staff-our HLTA P.E. instructor or our team of coaches from Norwich City F.C.'s 'Community Sports Foundation'. Other members of staff or external coaches provide a range of lunchtime or after-school clubs, including, korfbal, football, cricket, athletics, table tennis, martial arts, cross-country etc. The school competes regularly in league fixtures and tournaments with other local schools.

## **Geography**

Effective geography teaching should inspire our children to want to understand and explore their planet. Our teaching of geography involves extending pupils' knowledge beyond the local area and United Kingdom to learn about the world's countries. We use maps and atlases to learn about locations, while understanding geographical terms like longitude and latitude in context. The children learn about the human aspects of geography such as land use, trade and the distribution of natural resources. They study aspects of physical geography such as volcanoes, biomes and rivers. In order to enhance the children's learning they undertake fieldwork in our extensive school grounds and the local area. We provide opportunities for pupils to use equipment such as compasses, as well as other available technologies, to help them describe any geographical features they observe and to build their experience.

## **History**

At Taverham Junior we try to make sure history is a lively, vibrant subject. As well as developing historical skills and showing that there are different viewpoints and interpretations of the past, we aim to create a sense of excitement and to encourage our children to explore and make discoveries about people and events in history.

Lessons take many forms - we use text books, library books, internet sites, artefacts and copies of old documents. We also have debates, watch TV programmes, research topics and go out on history inspired trips. We use role play to develop empathy with characters in history, visiting companies lead Ancient Egypt days and children visit local places such as Colchester Castle, West Stow Anglo-Saxon village, Norwich Castle Museum, The North Norfolk Railway and Gressenhall Workhouse and Farm.

## **Art, Design and Technology**

Activities provided in this area of the curriculum include drawing, painting, printing, cooking, needlework, design, control technology, clay and woodwork. By offering a wide and diverse range of activities, we hope to give pupils access to a variety of materials and tools.

Excellence in art is also celebrated in our school art gallery where pupils' work is framed and put on display for all to see.

A greater knowledge and understanding of art is gained through both practical activities and research into art and artists.

## **Music**

Music is valued and has a high profile in the school. We aim to develop pupils' understanding and enjoyment of music through performing, composing, listening and appraising and by using a range of varied activities in which pupils of all abilities are encouraged to participate fully. The school orchestra, choir, instrumental groups and ensembles offer pupils the opportunity to further their experience of performing.

The choir, orchestra and instrumental groups participate in concerts in the local community and in other school events throughout the year, including an ensemble/soloists' concert, a summer concert and our Christmas Carol service at Norwich Cathedral.

In addition to music groups, a wide variety of instrumental tuition is offered by the peripatetic music service, for which a charge is made.

## **Modern Foreign Languages (MFL)**

At Taverham Junior is French is taught from Year 3 to Year 6. This links with the main language taught at our feeder high school. Some French lessons are timetabled, but French is also taught through informal activities.

## **Extra-Curricular Activities**

### Clubs

A variety of clubs and activities take place during lunchtime and after school. Most of these are organised and run by staff who give their time voluntarily and on an unpaid basis. We also sometimes arrange for outside groups to run activities, for which a charge may be made. Extra-curricular activities which have taken place during the last academic year include:

Gymnastics	Football / Girls' football	Choir
Cross country	Martial Arts (SESMA)	Cricket
'Fitball'	Art/Craft	Rounders
Kwik Cricket	Ukulele	Quidditch
Tag rugby	Glockenspiel	Brass group
Dance	Orchestra	Formula Goblin*
Hi 5 Netball	Cooking/Healthy living	Nature club
Invasion Games	'Mad Science'	Homework
Athletics		

\*Constructing and racing an electric Go-Kart.

### Trips and Visits

Out of school activities take place locally, within the county and further afield, enriching our pupils' education by extending the work in which the children are already involved. Visits this year have

included: Gressenhall Farm and Workhouse, West Stow Anglo-Saxon Village, Taverham Mill, Norwich Castle Museum (Celt and Roman day), How Hill, an evacuation day on the Poppy Line, at Sheringham, 'Crucial Crew' event and a visit to the Royal Norfolk Show. We also host a number of events in school, through external providers, including an Ancient Egypt day as well as school-organised themed days (e.g. 'V.E. Day'). We usually ask for a voluntary contribution towards the cost of the trip, but may have to cancel the visit if there is a lack of support from parents. (Please see Charging Policy). The PFFA subsidised trips for every year group.

We may ask for a contribution towards completed craft activities such as woodwork, cookery, sewing etc. to assist the school in paying for any materials which are used.

Currently, our Year 6 pupils enjoy a residential trip to the PGL Centre at Caythorpe Court in Lincolnshire, where they follow a course of Outdoor and Adventurous Education. In the recent past we have also had residential visits for Year 4 pupils, and hope to do so in the future.