

**BOOTHAM JUNIOR SCHOOL CURRICULUM POLICY**

**This policy relates to the Junior School (and includes details of the provision for students in the Early Years Foundation Stage). A separate policy exists for the Senior School.**

The curriculum covers the broad range of activities offered by the school. It includes the formal academic curriculum, as well as a range of enrichment activities such as trips, workshops and talks. We offer a full-time education for pupils of compulsory school age as well as a sessional nursery. The broad aim of the curriculum is to promote learning, the development of skills, personal growth and development of the “whole” child within a Quaker foundation that seeks to answer that of God in everyone. This gives our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We recruit pupils with as wide an ability range as are able to benefit from the curriculum we offer, recognising that with limited resources we cannot cater for all abilities. We provide all pupils with life skills, opportunities, responsibilities and experiences for the next phase of their education. We encourage pupils to approach learning positively and to adopt an adventurous outlook towards challenge.

Through the curriculum, in its broadest sense, we try to provide a framework from which all aspects of the school community develop. We are committed to:

* Creating high standards of learning for all children, with access to all areas of the curriculum;
* Incorporating aspects of the National Curriculum relevant to our needs and successful transfer to Bootham School where appropriate;
* Creating a stimulating environment in which children can learn;
* Creating a caring, secure, environment;
* Developing a responsible attitude to the school and wider environment
* Encouraging children to become self-confident and develop as individuals.
* Incorporating Social Responsibility and Global Citizenship into our pupils learning.

Bootham Junior School aims for its pupils to become adept and self-motivated learners. We use Learning Dispositions – Creative, Resilient, Adventurous, Independent, Collaborative, Reflective – to actively encourage the development of transferable skills across the curriculum.

Our children are encouraged to be adventurous and challenging in their search for truth, engage in the process of learning, enjoy learning for its own sake and continue learning after they leave school. They will be helped to become independent learners. We offer a curriculum which stimulates different styles of learning, affording children a range of experiences through which they can reach their potential.

Our children will be taught to demonstrate kindliness and care for others and to value diversity. They will learn the importance of resolving conflicts without violence. They will be offered opportunities for service, to work for the good in society, and for ‘letting their lives speak’. They will be encouraged to engage actively with the life of the school, the local community, and the wider world.

We will help our children develop spiritual and physical well-being, and a proper understanding of themselves and their place in the world. They will learn to be open to the ideas of others, and learn to be discerning. We will encourage our children to have the imagination to change the world and maintain the hope that it can be done. We educate children in the non-violent resolution of conflict, and about sustainability, simplicity and a detachment from material goods in the pursuit of the welfare of others.

**Early Years Foundation Stage (from rising 3)**

The EYFS Curriculum is based on the seven areas of learning. Detailed information is available in the EYFS policy.

**KS1 and KS2**

Pupils study the following subjects:

English, Mathematics, Science, Geography, History, Drama, RE, Personal Development, Music, PE, Computing, Art, DT and Outdoor Education. Modern foreign languages are introduced from Year 2, swimming from Year 1 and Latin from Year 5.

Music, PE, Swimming, Outdoor Education, Languages and Latin are taught by specialists. Children in Years 5 and 6 attend Bootham Senior School each week for games, music, computing and D&T sessions.

Our curriculum is topic-based and so not all subjects are covered every half-term.

Pupils develop an understanding of spiritual, moral, social and cultural issues through the curriculum, extra-curricular activities, assemblies and other opportunities. Bootham Junior School is a diverse community and we enjoy celebrating this diversity within the school. Fundamental British Values are embedded in our curriculum areas when appropriate and pupils deepen their understanding through Class Meetings, Personal Development lessons and assemblies.

**Additional Support**

We make provisions for students with learning differences to be supported within class or to have additional small group sessions. Similar arrangements are made for pupils with significant EAL needs. 1:1 or small group pastoral support may also be available where a pupil has emotional or social needs. Where a pupil has a EHCP an education which fulfils that student’s requirements is offered.

**Enrichment Activities**

There are a variety of broad and balanced extra-curricular activities available for all the children to participate in.

Each term, children, along with their parents, complete a form to choose the activities they would like to do. We expect the children to make a commitment to their chosen activity for the term unless there are exceptional circumstances.

**Assessment**

Tests are used throughout the school on a formal and informal basis to measure progress and inform teaching. Details can be found in our Assessment policy.

**Date of Last review:** November 2022

**Person responsible:** Head of BJS/LM

**Review Group:** Education Committee

**Approval Group:** General Committee

**Next review date:** November 2024

*Note: This policy will be checked and updated, on an annual basis, for matters of fact  
 and process.*

Appendix

**Fundamental British Values - Personal Development (PD)**

Personal Development is an important and necessary part of all pupils’ education. It encourages pupils to become healthy, independent, responsible and active members of a democratic society and to play a positive role in contributing to the life of the school and the wider community.  In so doing, they develop their sense of self-worth. We actively promote and embed fundamental British values of democracy, the rule of the law, individual liberty, mutual respect and tolerance of different faiths and beliefs and challenge opinions and behaviours that are contrary. Harmony between different cultural traditions is fostered in pupils by appreciating and respecting their own and other cultures.

We teach how society is organised and governed and ensure that pupils experience the process of democracy in school through Pupil Voice. Pupils are encouraged, at all times, to express their thoughts and give their opinion to each other and staff. ‘Speaking truth to power’ is an important Quaker principle. We teach about responsibilities and how to distinguish right from wrong and to respect civil and criminal law of England. Pupils learn to appreciate what it means to be a positive member of a diverse multicultural society, encouraging respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010 : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation We want children to learn to understand and respect our common humanity, diversity and difference so that they can form the effective, fulfilling relationships that are an essential part of life and learning.

During the course of the school year, Fundamental British Values are addressed in Years 1 to 6 throughout the three core themes and sub themes (see below) of the Programme of Study. The PD Coverage 2022-2023 document details information on Topic, Learning Objectives, Lesson Overviews / Teacher notes / resources.

Relationships

* Families and friendships
* Safe relationships
* Respecting ourselves and others

Living in the wider world

* Belonging to a community
* Media literacy and digital resilience
* Money and work

Health and Wellbeing

* Physical health and Mental wellbeing
* Growing and changing
* Keeping safe

**Fundamental British Values - Reception 2022-202**3

**Promoting ‘fundamental British Values of democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.’**

**Democracy**: We listen to all opinions and give time and consideration to everyone’s    ideas. E.g. at circle time, during discussions after stories and during activities.

**The rule of law**: We have class rules and discuss them regularly along with the whole school rules. The rules of Britain are discussed in response to stories and other stimuli. E.g. role playing the police station, visit from a local police officer etc.

**Individual liberty**: We allow the children to make their own choices throughout their daily routines. E.g. free flow of activities, following their interests in the areas of provision, snack and lunchtime food options. They are encouraged to voice their opinions and preferences and say when they are not happy with another person’s attitude or behaviour.

**Mutual respect and tolerance of those with different faiths and beliefs**: We celebrate the faiths and festivals of all of the children within the EYFS and beyond. We invite families to share their customs and traditions with us. We display photographs and other stimuli resulting from these shared experiences. Books and other artefacts reflect the wide variety of faiths that are in our world.  We ensure that visiting speakers brief us of the content of their presentation, and we are always on hand to offer a balanced opinion and to intervene if necessary.

**Examples from 2021/22**

**Charity days     Quaker Week   Harvest Festival  Diwali   Christmas**

**‘Virtual’ Family Food Celebration,**

**Where we live; our city, country, capital city, Prime Minister, Queen.**

**Voting e.g. for favourite herb to plant in outdoor area/choosing stories etc.**

**Fundamental British Values - Year 1  2022/23**

Democracy- This is explained through our system of voting for a reward.

Individual Liberty- Within the classroom the children understand that everybody should be treated fairly and are happy to raise any grievances. Through PD they are taught about who can help them within the school and outside of school. Discussions regularly take place about how a child’s choice has affected another child and what choice they could have made (rights and responsibilities). We also have a buddy system which the children enjoy and encourages new friendships with children whom they might not always play with. This helps to teach them that they are all different but that everyone has special qualities that we can relate to and enjoy.

* Rule of law- This is explained through classroom rules and the importance of following instructions. The children learn right from wrong and begin to understand the consequence of their choices. Classroom rules were set at in the beginning of the year and the children all signed to say they would follow the rules.

Respect the culture and beliefs of others-This is taught mainly through RE and comprehension. Children from other cultures also share their beliefs and customs with the class eg Raksha Bandhan when the whole class made friendship bracelets. The children also learn that they should listen to others and respect their opinion through everyday class room expectations.

**Fundamental British Values - Year 2 2022/23**

**Democracy**

* Vote for Pupil Voice representatives.
* Vote for games/treats.
* Jobs/responsibilities given to the children.

**Liberty**

* PD session on rights and responsibilities at the beginning of the year.

**Rules and the Law**

* Classroom rules were set at in the beginning of the year and the children all signed to say they would follow the rules.
* Use of positive praise to reinforce school/classroom rules.

**Respect and Tolerance**

* RE lessons understanding aspects of different religions (ongoing).
* PD lessons on inclusion and the needs of others
* Cultural Studies and language taught throughout the school, so developing an awareness and tolerance of other cultures that are different to our own
* Year 2 are taught to respect others’ views by listening carefully to what they have to say

Issues that arise in the classroom or on the playground are discussed at the time.

**Fundamental British Values  Year 3 2022/23**

**Democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs:**

PD: Class rules, voting democratically for Pupil Voice representatives and Food representative        In addition to class related issues, Feelings and Emotions, Friendship and Understanding different cultures and customs.

RE: Creation Stories from different religions, and looking at similarities and differences; the

Christmas story and other celebrations at this time.

English: Newspapers, learning about how stories are present in newspapers using the ‘First News’ junior newspaper

Cultural Studies (all year): Germany: language and culture

PD: Personal characteristics and developing positive attributes in connection with Behaviour, Choices, Decisions; Caring for our World and Social Justice.

RE: Comparison of Creation Stories from different religions. Consideration of a scientific view of how the world started and think about how we can look after our world – links with PD.

Study of Hinduism – origins, main beliefs and special places.

RE: Study of Hinduism – festivals and symbols.

PD: Study of Health hygiene and wellbeing; finding help

Summer Day out: cooperation, teamwork, tolerance, accepting differences, valuing friendships, taking turns, equality, democratic decisions.                                                                   Refugee Week: Share books – ‘The Day the War Came’, ‘My name is not Refugee’. Discussion re empathy with those who have had to leave homes, tolerance, accepting differences, valuing friendships.

Konflux Theatre workshop: Collaboration, teamwork, taking turns, democratic decisions.

**Fundamental British Values - Year 4  2022/23**

**Individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**

RE: We study the differences and similarities between the world’s religions. Judaism: We compare Judaism to other faiths and study the Jewish religion and the Jewish way of life.

Christianity: We learn about the key aspects of the Christian faith and the main beliefs held by Christians.

PD (Autumn): “Positive friendships, Respecting others and ourselves” We learn to appreciate the differences and similarities between people of racial and religious diversity. We consider people living in other places with different values and customs in order to develop tolerance and acceptance of racial and cultural differences.

Y4 in general- Lots of collaborative activities and shared experiences promoting mutual respect and tolerance.

Festivals and special events covered include; Christmas, Easter, Rosh Hashanah, Pesach, Chinese New Year, Harvest, Saints’ Days, Charity Days, International Activities with a global citizenship theme.

**Fundamental British Values of democracy**

PD (Spring): “What makes a community; shared responsibilities”. The children learn about belonging and being a part of a variety of groups of different sizes. Our period of on-line learning gave us the opportunity to discuss our class community from a different perspective. Equal access and taking turns were vital elements when teaching and learning on-line.

We put democracy into practice in the classroom. We elect pupil voice and food council representatives and we respect the practice or principles of classroom equality by giving all children the opportunity to express their ideas in a respectful environment.

**The rule of the law**

PD (Autumn/Spring): “Friendship and citizenship”. We explore the function of rules, including what rules are, why we make them and whether it is ever acceptable to break rules. We make a set of rules for our classroom and relate them more broadly to society as a whole. Learning Journey activities relating to rules and aspirations for the class and the year ahead. Rules, standards and etiquette for on-line learning, social media use and internet safety have become increasingly important.

Judaism: The Ten Commandments given to Moses give us another opportunity to discuss rules and laws.

**Ongoing** : Topical discussions arising through weekly Newsround and First News articles.

**Year 5 Fundamental British Values 2022/23**

**Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance**

**Democracy**

* The election of student council members is arrived at democratically by the class members.
* Decisions made in class are also often done this way, with children sharing their ideas, listening to each other and then deciding the best path.
* Daily discussions take place after Newsround where local and national elections are discussed.
* Goal workshops where children discuss real life situations.
* Reading Comprehension planning follows ‘Currents affairs. A variety of topics, such as gender equality, ‘Black life Matters’, scientific discoveries, environmental issues, religious, national and international festivals, historical events and more are discussed in greater depth with the children during our weekly reading comprehension sessions.

**The Rule of Law**

* At the beginning of the year the class we work on a general discussion and agreement of expectations in class both by children and adults. This includes how they expected to be treated and this led to a class guide for how everyone (including teachers) should behave to ensure everyone is happy and can do their best work. These are displayed in the classroom.  The reasons for the rules were clearly understood and children thought about reasonable consequences for when they were broken. In a broader context we also look at how laws in this country are often there to protect us and ensure fairness.
* Different laws in other countries are discussed during R.E and Topic activities.
* Daily discussions take place after Newsround.
* Reading Comprehension planning follows ‘Current affairs. A variety of topics, such as gender equality, ‘Black life Matters’, scientific discoveries, environmental issues, religious, national and international festivals, historical events and more are discussed in greater depth with the children during our weekly reading comprehension sessions.

**Individual Liberty**

* The freedom to make individual choices runs throughout lessons and the school day. For example, children can choose what level to work at in lessons and they can choose whether to work in a group, individually or in pairs.
* In topic lessons and homework they can sometimes choose how to show what they have learnt in a way that suits them. The children could draw a picture, make a model, create a powerpoint or a speech and present their work to the class. We also learn about the responsibility we have when we make our own choices.
* In PD we look at the responsibility we have to think of others when making choices for ourselves.
* Daily discussions take place after Newsround.
* Reading Comprehension planning follows ‘Current affairs. A variety of topics, such as gender equality, ‘Black life Matters’, scientific discoveries, environmental issues, religious, national and international festivals, historical events and more are discussed in greater depth with the children during our weekly reading comprehension sessions.

**Mutual Respect**

* The children understand that it is essential that respect is shown in all areas of their lives. This includes showing respect toward their peers, themselves, all adults around the school and towards the world around them.
* Respect is often a theme that is explored within PD lessons, with discussions about how to work and play together with care and thought for each other.
* Also through our geography work on Biome, saving water and recycling, the children have a clear understanding of how respecting and caring for the world can have a positive impact.
* Tolerance of Those With Different Faiths And Beliefs Within our R.E. lessons we explore the broad range of different beliefs the children hold within the class and encounter in their life. Through our study of sacred places we also explore many different religions and sought to find similarities, as well as an acceptance of the differences they found. In our topic on Buddhism, children find a respect for the beliefs of others by understanding how the different messages could apply to their daily lives.
* Through these discussions, along with the children’s engagement with the practice of Quaker meetings, the children gain a good understanding of their place in a culturally diverse society.
* Daily discussions take place after Newsround.
* Reading Comprehension planning follows ‘Current affairs’. A variety of topics, such as gender equality, ‘Black life Matters’, scientific discoveries, environmental issues, religious, national and international festivals, historical events and more are discussed in greater depth with the children during our weekly reading comprehension sessions.
* As with any lesson, listening and understanding without judgement is encouraged in class discussions.

**Fundamental British Values - Year 6  2022/23**

Democracy, Rule of Law, Respect and Tolerance, Individual Liberty

Ongoing :

Topical discussions arising through news articles. Topics include gender equality, racial equality, environment, religious, national and international festivals, historical events, science topics, etc

Stewardship roles of students. Students apply for roles based on job descriptions, attend a short interview with the head teacher/deputy head teacher and are then offered the stewardship position for the year. Stewards arrange house events, work with key members of staff to gather ideas on issues, assist with fund-raising, pupil voice, community and eco activities, etc.

Many decisions in class are made democratically. Equally so, children make their own decisions regarding how to record some work, whether to work individually, in a partnership or in a small group.

RE unit taught on racism and discrimination. Addressed through PD also. Quakerism, George Fox etc is taught in class assembly times. We have discussed the difference in Quakerism to other Christian religions. We have discussed our own ‘testimonies’, ‘key ideas’ etc and related it to the 10 commandments, the 5 pillars of Islam and the Mitzvot in the Torah.

Autumn Term :

At the start of the year, class rules and expectations agreed upon through discussion. In PD, talk about rights and responsibilities and the difference between them.

Democracy through voting. School council to gather ideas. Children applied in writing for stewardship roles, interview process and then appointments.

Children created manifestos based on David Attenborough’s four imperatives and linked to sustainable development goals. Presented to parents. Throughout their theme on ‘Can we Save the Planet’ they developed a respect and understanding for the world around them and that we as humans have a responsibility to do all we can to protect it for future generations.

RE unit on Racism and Discrimination. TedEd Daily video and discussions on Martin Luther King, Harriet Tubman, Queen Elizabeth II.

Biographical writing unit at the start of the year based on Queen Elizabeth II – discussions about the Royal Family in PD.

Spring term :

The Terrible Tudors theme –discussion around the monarchy at the time, the reformation, punishments and whether they fitted the crime, how rules/laws changed according to the ‘requirements’ of the monarchs of the time.

PD work on The Boy, the Mole, the Fox and the Horse – individuality, self-respect as well as respect for others, differences, expression of feelings and emotions, how we manage and react to situations.

Writing unit on Journalism. Address key stories in the news, understand what ‘Fake News’ is and how the ‘same story’ can be presented in several different ways.

RSE taught by Melanie from the Senior School Health Centre. Relationships and friendships discussed as well as self respect and respect of others.

Summer term :

Who Wants to be a Millionaire? Fiver challenge.

Lot of work on money, value of money, building on work from last term on how different religions respond to money. Savings, mortgages, salaries, cost of items. Diamond 9 and discussion on money statements. Credit and debit cards, interest and taxation.

Work on refugee week. Link to English work based on The Island by Armin Greeder. Links to books read by the children – The Boy at the Back of the Class, After the War, I am Malala, Regugee.