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 WoLLoW (a world languages programme) from Year 5.

Music, PE, Swimming, Outdoor Education, Languages and WoLLoW are taught by specialists. Children in Years 5 and 6 attend Bootham Senior School each week for games, swimming and a carousel of subject specialist teaching.

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 2024
Person responsible:	Head of BJS/LM
Review Group:	Education Committee
Approval Group:	General Committee
Next review date:	November 2026

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

Appendix

Fundamental British Values Long Term Plan

Year Group	Democracy	Rights and responsibilities	Individual liberty	Mutual respect and Tolerance	Rule of law
Nursery	'Hands up' voting if there are two options which can't be agreed upon. Explanation going with the majority, but that everyone has the right and the chance to say what they would like.		Explanation about letting children decide things for themselves and not to choose for a friend unless they have asked you to. This is as the need arises, which is often.		Explanation of rules for the classroom and around school which relate directly to and could be seen to be based upon society's rules for good. Not hurting people, looking after toys/property as examples, returning lovely little toys taken accidentally home in pockets as another.
Reception	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.	Children's rights. Discussing their right to be happy and healthy. Using NSPCC resources about keeping safe and consent eg: PANTS resource.	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.	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.	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.
Year 1	Listen to each other's views, turn take and build on ideas and opinions. Know that it is okay to have different opinions (circle time and throughout the year). Understand voting through class votes completed anonymously to make whole-class choices.	Children's rights. We consider our impact on the environment when looking at what is happening in the polar regions. KS1 charity. Right to an education and what this looks like around the world.	Access to a choice of provision across the week. Where possible, learning choices are made e.g. writing about animals – children choose their own animals to become experts.	Sharing and turn-taking opportunities. Kind and unkind behaviour discussed in PD and referred to throughout the year. Learning how to respect other and re-gain their respect if/when we do something wrong. We learn about what respect means. Anti-bullying week.	PD – learning about rules in school and out of school and how rules help to keep us safe. Class rewards are in place as well as consequences, all linked to agreed class rules. We learn about people who help us, including police officers.

Year 2	Listen to everyone's views. Vote for school council rep and class rewards. As a number of American children are in the class we have discussed the election.	Rights and responsibilities of everyone in the community and how a community works together. What it means to have a job and rights and responsibilities that people have in the workplace.	How to talk about and share our feelings kindly.	Anti-bullying week. Discuss tolerance and respect of others cultures in RE. This links with our topic on Guy Fawkes and the reason for the gunpowder plot.	Classroom rules. Rules for staying safe in the community, particularly in relation to accidents and health.
Year 3	Voting democratically for class Pupil Voice representative, food council etc. Awareness of linked current affairs e.g. general or local elections.	Helping hands in the classroom. Looking after own and other belongings. Equal opportunities to share ideas, celebrate work, take turns etc. Looking after our world, introduce Global Goals. Earth Day	Opportunities for individual choice within certain activities e.g. developing own artwork, creative writing etc. Links to slavery in Egyptian topic.	Anti-bullying Week Planned collaborative activities and shared experiences promoting mutual respect and tolerance. Study different religions and a wide range of festivals from a cultural perspective. Peace Art project Refugee Week	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. PD activities relating to rules and aspirations for the year ahead. Rules, standards and etiquette for using Google Classroom, social media use and internet safety become increasingly important.
Year 4	Democracy: Vote for pupil voice. Talk about stewardships, understand the role and importance. PV is a lead up to that.	Children's rights: What is citizenship? Friendships and citizenship link. Childline website – top tips to making friends.	Individual liberty: Positive relationships (incl. online safety) and respecting others. Learn about different values and customs.	Mutual respect: Celebrating different cultures within the school, families, friends, lessons (RE and Topic)	Rule of law: Friendships and citizenship, Drama workshop, all day, based around friendships and showing kindness. What are the rules of friendship? Rules to online friendships?
Year 5	Democracy: class rep, class responsibilities and comparing to Shang Dynasty How laws are created and the role of government (GOAL workshops).	Rights and responsibilities around the world. Link to Fair Trade and their Chocolate projects. Roles and responsibilities in the workplace.	Individual liberty: staying safe online Link to Hidden Figures, having freedom of choice, civil rights movement. Personal identity (PD) and the factors which influence it.	Mutual respect Link to Quakerism Relationships Unit (PD) – protected characteristics, discrimination and bullying.	Comparing Mayan Laws How laws are enforced, the role of the courts and the police. GOAL workshops include role playing the role of the police and topics such as how to earn a driving licence. How to follow guidance in regards to personal safety.
Year 6	Standing for stewardships Government topic- manifesto writing Debating issues- should animals be in circus? Pupil voice	Children's rights Responsibilities- linked to stewardships Influential leaders- MLK, Nelson Mandela, Sustainable development goals	Staying safe online Anti-bullying Education for Social Responsibility Choices for homework projects Healthy lifestyle topic	Anti-racism unit in RE Celebrating other's achievements Listening to others opinions, celebrating diversity. Geography- respecting other countries and their cultures	Rules in games What age can you? What is wealth? Tudors- crime and punishment Ensure school rules and expectations are clear and fair; Class rules and celebration of adhering to these rules