

CURRICULUM STATEMENT

NAME OF SCHOOL: BEECH HILL COMMUNITY PRIMARY SCHOOL

DATE OF IMPLEMENTATION: May 2026

MEMBER OF STAFF RESPONSIBLE: CURRICULUM LEADER

REVIEW DATE: June 2027

1. RATIONALE

At Beech Hill Community Primary School we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and productive lives. It draws on and recognises the value of linguistic, religious, cultural and ethnic diversity particularly within our local community and it presents positive images to our pupils. This, in turn promotes the spiritual, moral, cultural, and physical development of pupils at the school and of society. We believe that our core school values and British Values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging children, staff and parents who express opinions contrary to British Values with regard to our duty to prevent extremism and radicalisation.

Within PSHE and citizenship, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. We have designed our termly curriculum enrichment weeks to provide a breadth of experience within a subject area, drawing on outside speakers, involvement of parents and developing a sense of curiosity. Careers advice often features within the curriculum enrichment weeks and enables visitors (including parents) to meet with the children and expose them to life outside school, providing them with ideas for their future. We are passionate that all children realise that it is a big and wonderful world out there that they can play an active and positive part in. We also plan opportunities for the children to know about keeping safe in the physical environment and online. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is wide ranging. The school has various systems which support the emotional and mental well-being of children and provides signposting to their parents.

There are three strands to our curriculum;

- the core curriculum which meets all the requirements of the National Curriculum
- the extended curriculum which provides learning opportunities outside of the normal school day

- the enriched curriculum – a range of activities and events which enhance and enrich the learning experience of our children including; visitors such as artists, story tellers, theatre groups, musicians, the use of the school grounds, the locality and the wider environment, educational visits and residential trips.

2. AIMS

The aims of the curriculum are to:

- Promote high standards in reading, writing and maths;
- To increase science capital and enable children to acquire knowledge and skills in science;
- Enable children to be confident in the use of technology.
- Promote spiritual development;
- Teach and encourage children to adopt healthy lifestyles and give them information and strategies to keep themselves safe;
- Enable children to be aware of the importance of and participate in the arts and related cultural themes;
- Enable pupils to develop moral sensibility through carefully taught values;
- Develop the personal and social skills of each child;
- Provide equality of access and the opportunity for all pupils to make progress; Prepare pupils for the opportunities, responsibilities and experience of adult life;
- Promote an understanding of the environment and how their actions impact upon the national and global picture.

We have developed our curriculum to ensure it has:

- **Broad scope:** it provides a wide range of knowledge, skills and experiences and shows ambition in its breadth and thoroughness.
- **Coherence:** topics can be linked to make the whole learning experience more meaningful.
- **Balance:** each subject has sufficient time to contribute effectively to learning.
- **Relevance:** learning can link to the pupil's experience to applications in the world at large.
- **Sequence** to secure continuous progression - what is taught builds in a systematic way upon what has already been learned.
- **Rigour:** pupils are introduced to the purposes and practices of discrete subjects.
- **Accessible:** there is equality of opportunity for all.

3. ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. Where the school has mixed year groups, we plan foundation subjects on a two-year cycle in order that all children stay together in their class for all subjects.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers use on a weekly or daily basis. These set out the learning intentions for each session and identify what resources and activities will be used in the lesson, opportunities for assessment and how learning activities are matched to ability. Teachers evaluate lessons on such plans and annotate them in order to inform future learning and teaching.

Where possible, the school teaches through themes. We believe that this promotes cohesion and increases learners' intrinsic motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.

The school follows the Lancashire Agreed Syllabus for Religious Education.

4. EARLY YEARS AND FOUNDATION STAGE

The curriculum that we teach in the EYFS meets the requirements set out in the Statutory Framework for The Early Years Foundation Stage. Our curriculum planning focuses on the seven areas of learning and the educational programmes set out in this document and on developing children's skills and experiences through activities that ignite their curiosity and enthusiasm for learning. Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in the nursery.

Assessment plays an important part in helping early years' staff to identify children's needs, plan activities and support and to recognise the progress they make. The Reception Baseline Assessment is administered during a child's first 6 weeks in reception class and in the final term in reception the EYFS profile is completed for each child. This assessment forms an important part of the future curriculum planning for each child. We are well aware that all children need the support of both parents and teachers to make good progress in school. We strive to build positive links with parents by keeping them informed about how their child is being taught and how well they are progressing. This is achieved through the use of a class Twitter feed and daily contact with parents.

5. THE ROLE OF THE SUBJECT LEADER

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They monitor and review the way the subject is taught in the school and plan for improvement. This development planning links to whole school development planning.

The subject leader will;

- Provide a strategic lead and direction for the subject;
- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Monitor the quality of teaching and learning;
- Analyse available data to evaluate the efficacy of initiatives and interventions; □
Provide efficient resource management for the subject.

6. EQUAL OPPORTUNITIES

Quality teaching and learning can only occur when equal opportunity issues are recognised and addressed. All children are entitled to access high quality education. The school has a responsibility to ensure that the particular needs of each child are met. They should have access to a full curriculum, according to the aims and objectives of our school. This should be provided through appropriate teaching and feedback and an ethos that promotes high standards.

All staff are entitled to have their professional needs met. They need to have access to specific training to further their own professional development.

Parents are entitled to be involved in their children's education. We will provide information about their children's progress and how they can support their children's learning. They will have opportunities to meet with and consult members of staff.

The wider community is involved in the life of the school through the participation of the link curriculum governors and the development of links and liaison with other parts of the community.

MONITORING AND REVIEW

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

The headteacher is responsible for the day-to-day organisation of the curriculum, ensuring that all classes are taught the full requirements of the National Curriculum.

This policy is monitored by the Governing Body and will be reviewed regularly. This policy document will be reviewed on an annual basis.

DISSEMINATION

This is an open policy statement, which is available to staff, governors, inspectors, parents, and the wider community and the school would welcome any feedback on its content.