

HAWES CP SCHOOL CURRICULUM POLICY

Document Status			
Date of Next Review	Oct 2015	Responsibility	<i>Curriculum Committee</i>
Success Criteria for review completion	Agreement of Head, staff & curriculum committee	Responsibility	<i>Chair: Mrs. Linda Snow</i>
Date of Policy Creation	Adapted October 2014	Responsibility	
Date of Policy Adoption by Governing Body		Signed	
Method of Communication (e.g Website, Noticeboard, etc) Website			

This Policy should be considered in the light of the School's Mission Statement, RE and Collective Worship Policies, the Equal Opportunities Policy, the Assessment Policy, the SEN Policy and that concerned with the Gifted Child and the school's Development Plan.

At Hawes Community Primary School:

1. Every individual is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
 - The curriculum should be as broad as possible to provide a wide range of knowledge, skills and experiences.
 - The curriculum should be balanced to give sufficient time to each element.
 - The curriculum should be relevant to be directly related to the learner's experience.
 - The curriculum should be coherent, linking each element to make the learning experience more meaningful.
 - The curriculum should be progressive, the teaching building upon what has gone before to develop skills, knowledge and concepts in a systematic, appropriate way.
 - The curriculum should be differentiated to match teaching methods and lesson content to aptitude, ability and achievement.
2. At all stages of development education should be purposeful and should be stimulating, enjoyable and worthwhile, stretching all pupils to the full extent of their individual abilities.
3. There should be equality of opportunity for all pupils.

In a rapidly changing world, the Governors and Staff, in partnership with the parents and guardians of the pupils, wish to help the pupils:-

- a. To have time to consolidate and enjoy their learning.
- b. To have time to reflect upon their learning.
- c. To become independent, self-disciplined and self-motivated, achieving the highest standards of which they are capable.
- d. To develop lively, enquiring, imaginative and creative minds which have the confidence to ask questions and the ability to debate rationally.
- e. To acquire the knowledge, skills and training that will be relevant to them not only during their school days but also in adult life and employment.
- f. Learn to respect themselves, others and the school environment.
- g. To develop concern for the quality of their wider environment and the ability to understand the World and the inter-dependence of the individuals, groups and nations in it.
- h. To develop and be able to act on a set of moral values, beliefs and attitudes and to understand society and their obligations towards it.
- i. To develop an awareness and appreciation of human achievements and aspirations in this and other societies.
- j. To understand and respect the teachings of Christianity as handed down through the Church of England but also to appreciate the beliefs of other groups, races and religions both in their ways of life and their points of view.