

# Curriculum Policy



## Statement of Policy Intent

The Curriculum of London Christian School is carefully designed to guide the teaching and learning of the pupils and to ensure that all pupils have the opportunity to learn and make progress. The school's Christian underpinning, its aims and ethos, the National Curriculum and the ages, aptitudes and needs of all the pupils are used to write the curriculum plans. Technology is embedded throughout the curriculum, to equip pupils for the digital world they grow up in and to enrich and enhance the delivery of much curriculum content.

## The Policy

The Curriculum ensures full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, religious education and biblical studies. It also ensures that pupils acquire speaking, listening, literacy and numeracy skills.

Curriculum units, appropriate for the ages and aptitudes of pupils, are pre-written and approved by senior staff, and implemented by classroom teachers, with the exception of English and Mathematics which are written on a weekly basis by classroom teachers.

English and Mathematics are written with reference to the National Curriculum.

The ® symbol is used in the planning documents to notify a place where teachers should be careful to implement the curriculum with reference to the SMSC Policy.

In the Spring and Summer terms of Year 5 and particularly in the Autumn term of Year 6, secondary school preparation may take priority over other aspects of the curriculum.

## Areas of Experience

### Technological provision

Our Technological Provision spans the curriculum. We believe all pupils should have ready access to up to date technology, and we treat technology as one of many tools to help us in our learning journey. Our robust and creative computing curriculum gives pupils many opportunities to grow in Digital Literacy, Information Technology and Computational Thinking.

### Linguistic provision

Apart from the English Curriculum, there are many opportunities for pupils to develop communication skills including but not limited to: delivering presentations to classmates, leading assemblies, performing in end of term assemblies, writing posts and articulating thoughts and ideas in lessons. Pupils from Years 1 to 6 learn **Mandarin** and from Years 3 to 6 pupils learn **French**. Pupils in Years 5 and 6 also learn **Latin** which increases their command and appreciation of the structure of many languages.

### Mathematical Provision

The Mathematics plans from ER to Year 6 demonstrate that we help pupils to make calculations in a variety of ways, to appreciate relationships and patterns, to think logically and express themselves clearly. Pupils use concrete objects. They carry out investigations and frequently have discussions about how to solve a problem, what different methods could be used or why one might be more effective than another better than another. This is often done using "talk partners"

### **Scientific Provision**

The Science Curriculum demonstrates that as well as giving pupils knowledge, we provide plenty of opportunities to develop the skills of a scientist, including observing, forming hypotheses, experimenting and recording.

### **Human and Social Provision**

Our History Curriculum provides opportunities to learn about cultures and civilisations throughout the world. This is done chronologically and thematically. Our Geography Curriculum looks at human and physical geography including learning about particular environments such as rainforests and at questions of identity and nationality.

### **Physical Provision**

The PE Curriculum gives plenty of opportunity for pupils to develop physical control and co-ordination as well as tactical awareness, teamwork and how to improve their own performance. There are also opportunities for the pupils to learn about personal fitness and the importance of exercise.

### **Aesthetic and Creative Provision**

The Music Curriculum gives opportunities for composition and performance of music as well as response to it. The Art Curriculum allows for creativity and appreciation of various art forms. Pupils in the Early Years receive dance lessons once a week. Drama forms part of a number of Curriculum areas including English. In English lessons, pupils frequently respond to literature, implicitly and explicitly.

### **Religious Education and Biblical Studies Provision**

Our RE Curriculum gives opportunity for the pupils to acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism and to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Our Biblical Studies Curriculum gives pupils the opportunity to explore the major themes, events and teachings present in the Bible and to understand the meaning and purpose of passages of scripture.

### **Early Years Provision**

The Early Years (Early Reception and Reception) Curriculum is planned with reference to the ***Statutory Framework for the Early Years Foundation Stage*** and the ***Development Matters in the Early Years Foundation Stage*** guidance material that supports practitioners in implementing the requirements of the EYFS. We ensure a programme of activities which is appropriate to pupils' educational needs in relation to personal, social, emotional and physical development and communication and language skills.

### **Special Educational Needs**

The SEN provision is set out in detail in the ***SEND Policy*** and ***EAL Policy***.

In summary, pupils who are identified as making insufficient progress or as having additional learning needs will be added to the school SEN register. Provision for pupils with special needs, or those requiring extension is indicated in the English and Mathematics curriculum plans. Use of additional teaching staff (TA) may also be noted. Group Education Plans (GEP) and Individual Education Plans (IEP) are also written to further focus teaching and learning to the needs of pupils. In the case that a pupil has a Statement or Education Health and Care Plan (EHCP) curriculum will be tailored to their needs with the use of an IEP. GEPs and IEPs will be reviewed on a half termly/termly basis.

Pupils for whom English is an Additional Language (EAL) are identified and logged on a school EAL database. Progress of these pupils will be monitored and IEP/ GEPs written where assessment results deem it necessary.

**Personal, social, health and economic education**

Personal, social, health and economic education is taught across the curriculum but in particular in assemblies and in PSHE lessons. The PSHE curriculum ensures that pupils are prepared for the opportunities, responsibilities and experiences of life in British society by teaching a yearly, levelled by key stage, schedule of topics including positive relationships, making choices, responsibility and respect for others irrespective of difference. Online Safety is also embedded within this curriculum, equipping pupils to become resilient, safe, kind and creative digital citizens.

Policy approved by Headteacher : February 2025

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