

JUNIOR HOUSE CURRICULUM POLICY including EYFS DURHAM HIGH SCHOOL

This policy should be read in conjunction with: Most Able Policy; SEND Policy.

Durham High School for Girls is a school with an academic curriculum where standards and achievements are high. In line with the School aims, we concentrate through the curriculum on developing girls' individual abilities and confidence, enabling every pupil to achieve her potential.

We are keen to ensure that girls receive a broad and balanced education and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. There is a strong emphasis on enrichment, generally and explicitly, through extra-curricular activities, educational visits both day and residential, cultural visits, and outdoor education.

The broad and balanced Curriculum has been planned to incorporate the following:

- to encourage and stimulate the best possible progress and the highest attainment for all pupils taking into account the ages, aptitudes and needs of all pupils;
- to develop pupils' enjoyment of, appetite for and commitment to learning and achieving;
- to equip pupils with the essential learning skills of literacy, speaking and listening, numeracy and computing and the skills to enquire and make connections across areas of learning;
- to build on pupils' strengths and interests and develop their confidence in their capacity to learn and work independently and collaboratively;
- to enable pupils to think creatively and critically and to solve problems;
- to promote pupils' spiritual, moral, social and cultural development, including awareness and understanding of, and not undermining, the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- to develop pupils' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe, including the safe use of the Internet;
- to allow pupils to access impartial, accurate and up to date careers advice allowing them to make informed choices and achieve their potential;
- to provide effective preparation for the opportunities, responsibilities and experiences of life in British society.

Where a pupil has a statement of SEN or an Education, Health and Care Plan, we aim to provide education which fulfils its requirements.

Spiritual and Moral Curriculum

Durham High School for Girls is an Anglican foundation and is committed to providing a Christian education for its pupils. Teaching about Christianity in RE lessons is given high priority and is delivered alongside teaching of other faiths and philosophies at appropriate stages.

Each day usually begins with an act of worship. The School Chaplain leads two assemblies each week.

There are also many opportunities for pupils to grow spiritually eg Christian Union, led by the School Chaplain.

Great emphasis is placed on promoting Christian values in every possible way, thus creating a community where the utmost value is placed on each individual (see Spiritual and Moral Development Policy).

PSHE

Delivery of PSHE reflects the aims of Durham High School and its ethos. SEAL material is delivered in alternate years with topic linked themes, Citizenship and British Values are taught in other year groups. Internet safety is an integral part of the PSHE and Computing Curriculum. Girls on Board and Circle time are used for all age groups to discuss friendship and other social issues. (See PSHE Scheme of Work) The 'Relationships' aspect of RSE is taught throughout Junior House.

Throughout Junior House there is specialist teaching in Music and PE with French taught by a specialist teacher in KS2. Specialist Learning Support is also provided for pupils with specific learning difficulties identified by an Educational Psychologist's report with parental consent. A 'Buddy' is given to girls who benefit from general support in reading or numeracy. Pupils who have English as a second language are given specialist support if parental approval is received.

Foundation Stage Curriculum

(This should be read in conjunction with the curriculum delivery statement in the Foundation Stage handbook.)

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional wellbeing;
- positive attitudes and dispositions towards their learning;
- social skills, in particular, the ability to cooperate and work harmoniously;
- attention skills and persistence.

The curriculum follows the EYFS guidelines and goals which, for children at the end of Reception year, are identified to inform and guide the development of an appropriate broad and balanced curriculum. It is organised in seven areas of learning:

1. Personal, social and emotional development
2. Physical development
3. Communication and language
4. Literacy
5. Mathematics
6. Understanding of the world
7. Expressive arts and design

When planning the curriculum we acknowledge:

- the interests and needs of individual children;
- the importance of building on previous experiences;
- that children learn at different rates;
- the potential for learning within the outdoor environment.

Key Stage One

Girls in Years 1 and 2 broadly follow all the subjects of the National Curriculum. Subjects are taught in mixed ability classes with clear differentiation of tasks to accommodate and challenge all levels of ability. Science, History/Geography, Art/DT and some Music and ICT are delivered

via a topic/integrated approach, which develops a main theme across as many areas of learning as possible.

In Key Stage 1, the timetable follows a 35 period week.

The curriculum structure at Key Stage 1 is as follows:

	Maths	English	PSHE	Science	RE	French	Hist/Geog	PE	Art/DT	Music	ICT
Yr1	9	10	1	2	1	1	2	4	2	1	2
Yr2	9	10	1	2	1	1	2	4	2	1	2

Key Stage Two

As in Key Stage 1, the girls in Key Stage 2 (Years 3-6) follow all the subjects of the National Curriculum and there is a seamless progression from one to the other. Most subjects are taught in mixed ability groups. In Mathematics and English, girls may be taught in sets, where class sizes allow. Work is differentiated according to the needs of the individual.

From Year 3 all pupils swim throughout the year, have two periods of games and one of either gym or dance. Year 6 girls do not swim in the Summer Term.

In Year 3 every girl is taught the violin, in Year 4 the recorder, in Year 5 the trumpet and in Year 6 singing.

Individual instrumental lessons can be provided at the request of the parents.

The timetable follows a 5 x 30/35 minute period morning and 4 x 30 minute period afternoon, 45 periods a week.

The curriculum structure at Key Stage 2 is as follows:

	Maths	English	PSHE	Science	RE	French	Hist/Geog	PE	Art/DT	Music	ICT
Yr3	10	11	2	4	2	1	3	4	4	2	2
Yr4	10	10	2	4	2	1	4	4	4	2	2
Yr5	10	10	2	4	2	1	3	4	3	3	2
Yr6	10	10	2	4	2	2	4	4	4	2	2

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