

JUNIOR SCHOOL CURRICULUM POLICY

This policy covers all pupils in The Junior School including the Early Years Foundation Stage (EYFS)

CURRICULUM ETHOS

Definition: The curriculum is the planned allocation of teaching and learning opportunities and the designated content for each subject to each age group throughout the Junior School. Pupils in the Junior School include those in the Early Years Foundation Stage from age 3 in the Nursery, through Reception and into Key Stage One and Two until they transfer into Senior School in Year 7.

We recognise that a full-time supervised education for pupils of compulsory school age, construed in accordance with section 8 of the Education Act 1996(a), is a requirement and the pupils' entitlement. The programmes of study from the National Curriculum (2014) are used as a framework upon which relevant schemes of work are developed to ensure pupils have plentiful experiences to develop their linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

For the pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills will be planned using Development Matters and The Early Years Foundation Stage Statutory Framework.

Throughout the Junior School, social, emotional development, positive behaviour and respect for Fundamental British Values are promoted across the curriculum and explicitly through the teaching of PSHE, RSE, Religious Education and the consistent implementation of our Junior School Behaviour Policy, as well as in assemblies. In this way, pupils are prepared for the opportunities, responsibilities and experiences of life in British society.

In addition to the knowledge, skills and understanding planned in accordance with the National Curriculum and the Early Years Foundation Stage, pupils are encouraged to develop learning behaviours to maximise their educational opportunities and equip them with dispositions for lifelong learning and success in future workplaces. These learning behaviours and dispositions are known to staff and pupils as the seven Russell Powers, originally based on C.J. Simister's Active Thinking, Active Learning programme. They are interwoven throughout curriculum subjects, pastoral form sessions and assemblies for all pupils from 3-11 with a view to embedding them into pupils' everyday experiences within their school day and co-curricular programme.

The Russell Powers tie in with our phrase "We are Royal Russell" and are:

- We use initiative
- We are curious
- We are creative
- We are resilient
- We are reflective
- We are collaborative
- We use reasoning

STATEMENT

Our Vision: Inspiring a life of learning as the family school of choice.

Our Values:

- Ambitious

We are passionate learners who pursue excellence in all that we do. Through our broad curriculum and co-curricular programme, we are ambitious for ourselves and recognise the rewards of effort, collaboration and commitment.

- Open

The school's motto is 'Not for oneself but for all'. In our inclusive community, we believe in ourselves and celebrate the differences in each other, recognising the value of honesty, integrity and respect for everyone.

- Distinctive

We value originality, authenticity and contribution to our community as a whole. We nurture pupils' intellectual, social, cultural and moral development, so that they can confidently contribute to their world using their unique skill set.

- Courageous

We emphasise that the right thing to do isn't always the easiest thing to do and promote spiritual and moral values through Christian principles. We encourage pupils to challenge themselves and each other to do good; becoming strong global citizens.

Our school curriculum is underpinned by these core values. The curriculum is the means whereby the school achieves its objective of educating children in the knowledge, skill and understanding that they will need in order to lead fulfilling lives.

AIMS

The aims of our school curriculum are:

- To enable all children to learn, make progress and develop their skills to the best of their ability
- To provide an age appropriate, accessible education for all pupils in the school; to challenge each child at a relevant level, taking into account their individual starting points, including those with special education needs or disabilities, those with an Education, Health and Care Plan or Learning Plan, high achievers and those for whom English is an additional language. A child's starting point is ascertained from their initial 'taster' day whereby children sit assessments for Maths, Reading and Developed Ability (see admissions policy) as well as spending a day in an age-appropriate class
- To fulfil all requirements of the National Curriculum of England 2014 and the Learning and Development requirements of the Early Years Foundation Stage.
- To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To facilitate a deeper level of learning, engagement and critical thinking by embedding Russell Powers throughout our school experience

- To ensure that plans and Schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In addition, plans and schemes of work help children understand Britain's cultural heritage and to promote the fundamental British values of democracy and mutual respect and tolerance of those with different faith and belief to equip them with positive attitudes towards those they encounter in their school education and in future years. This involves helping children to understand the importance of truth and fairness so that they grow up committed to policies ensuring equal opportunities for all. They will have respect for themselves and others, have high self-esteem and be able to live and work co-operatively with others. The delivery of the curriculum will teach children to have an awareness of their own spiritual, moral, social and cultural, development, and to understand right from wrong. It will provide personal, social, health and economic education which reflects the school's aims and ethos

- To have plentiful opportunities across a range of experiences including:

Linguistic This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing in English as well as other languages.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including investigative practical activities, exploration and discussion.

Scientific This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological These skills include the use of information and communication technology (Computing); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography make a strong contribution to this area.

Physical This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including Art, Music, Drama and the study of literature because they call for personal, imaginative, and often practical, responses.

Independent learning This area is concerned with encouraging pupils to take a self-motivated approach to learning, acquiring the skills needed to identify next stages in their learning and take ownership of tasks

PLANNING and ORGANISATION

A long term curriculum overview is agreed and reviewed annually. This indicates which topics are to be taught in each term, and to which groups of children.

In our medium term plans, we give clear guidance on the objectives that we use when teaching each topic. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Planning is carried out collaboratively between the teachers of each year group to ensure parity across the classes in that year group. A weekly overview is produced on the class timetable to indicate which lesson they are following from the medium term plan

The policies and schemes of work for individual subjects are available to all staff on the school's Shared Work Area.

In the Early Years Foundation Stage, the approach to teaching and learning is led by the interests of the children where possible. Play is given high regard as a context for pupil enquiry, development of independence and consolidation of adult led learning. In accordance with the relevant curriculum documents, Early Years teachers can determine an appropriate balance of child led and adult led learning experiences for the children. The Long Term curriculum overview is used to guide the selection of a topic for each half term. Medium Term and weekly plans are then created to enable learning in all 7 areas of the EYFS facilitating a balance of child led and adult directed activities.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout all learning experiences across all areas in the EYFS, the Characteristics of Effective Learning are promoted and observed.

- Playing and exploring
- Active learning
- Creating and thinking critically

At Key Stage 1, we have an inter-disciplinary topic approach for curriculum planning in Science, Computing and the foundation subjects to build upon and continue seamlessly from the Early Years. At Key Stage 2, we teach all core and foundation subjects separately. However, where potential connections in learning emerge, planning takes on a cross curricular approach to maximise opportunities for pupils to transfer, assimilate and apply knowledge skills and understanding.

Our curriculum planning is broad and balanced. We plan the curriculum carefully, so that there is coherence and coverage of the National Curriculum of England and the Early Years Foundation Stage (EYFS) and there is planned progression in all curriculum areas.

INCLUSION

The curriculum is designed to provide access and opportunity for all children who attend the school to achieve and make progress. Written plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

Careful planning ensures that the needs of all learners are met, including those for whom English is an additional language in the classroom environment, those pupils with an EHC plan, High Achievers (Outlined in The High Achievers Policy) and children with special educational needs or disability. The school's SEND policy supports this. If a child has a special educational need or disability, our school will make reasonable adjustments to meet these individual needs. If any indication of special educational need or disability is observed, a record of concern will be raised with the parents and Head of Learning Enrichment and an individual plan will be implemented. Occasionally additional booster support sessions may be deemed necessary and will be communicated with parents. In some cases, this will lead to further assessment and referral. In addition, through careful planning, the School commits to offering a diverse and Inclusive curriculum.

TEACHING

Our school fully supports the principle that young children learn through well-planned play and should be engaging in a balance of structured and open-ended activities, including access to cross-curricular learning opportunities indoors and outdoors. Specialist teachers teach Art, DT, Music, Swimming, Dance, Modern Foreign Languages, Computing, Science (KS2 only), Forest School, Drama, Games and PE. All EYFS and KS1 pupils in the school receive a weekly swimming lesson throughout the year in the school pool.

Throughout the EYFS, we plan to provide a broad range of open-ended opportunities for children to learn through play-based self-initiated activities. Our planning is organised to promote development in seven areas with the links to the relevant development matters underpinning the focus of adult-led activities. Attention is given to facilitating the development of the Characteristics of Effective Learning throughout all seven areas of learning.

At our school, we recognise that all children need the support of parents and teachers to make good progress in school. We strive to build links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Teachers are given considerable freedom as professionals to develop appropriate approaches to teaching, according to the needs of the children and the demands of the subject curriculum. A balance is expected to be struck between whole-class interactive teaching, group work and individual assignments.

Art, DT, Drama, Music, Forest School, PE and Games, MFL, Computing and Swimming are taught by specialist teachers. As part of the Music programme, Year 1 children begin a weekly recorder lesson and Year 2 undertake group violin lessons.

Timetable organisation

The timetable is organised into 10 x 30min periods, plus 5 x 20 minute assembly slots i.e. 55 periods in a week. Individual subjects receive a specific allocation of periods in a week, sometimes as single periods and, more often, as double periods. There is flexibility in some year groups, if required, to provide, for example, as part of the Humanities curriculum teachers may focus on History one week and Geography the following week.

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Art, DT, Drama, PE and Games, MFL, Music, Computing and Science (KS2 only), are taught by specialist teachers. All pupils in KS2, participate in Health-Related Fitness session each week, which is a carousel of activities. Swimming is taught by specialist teachers in our own school pool.

Children are ability grouped for swimming in order to ensure children make as much progress as possible. Science is taught by a specialist teacher in Years 3 to 6 in a designated Science room. Children are grouped by ability in Maths and English in Years 5 and 6 (based on writing ability).

PSHE is a timetabled lesson. This follows the 'Jigsaw' programme, in addition to all those opportunities where it is woven into the thread of the school's week (such as through circle times, assemblies, PE or Science curriculum). Our Emotional Literacy programme supports our Personal, Social, Health and Economic (PSHE) teaching. RSHE (Relationships, Sex and Health Education) is also taught within the PSHE education curriculum (see RSHE policy).

The Jigsaw Scheme of Work follows a theme for each half term which supports the ongoing values that underpin our pastoral ethos. Topics include: 'Being Me in my World', 'Celebrating Difference' (including anti-bullying, cypher and homophobic bullying), 'Dreams and Goals' (including aspirations and contributions to society), 'Healthy Me' (includes drugs and alcohol education, lifestyle choices), 'Relationships' (includes conflict resolution, bereavement and loss) and 'Changing Me' (includes RSHE).

Our PSHE education encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act(a)

SUBJECT BALANCE WITHIN THE TIMETABLE periods taught per week

YEARS 1 and 2		YEARS 3 and 4		YEARS 5 and 6	
MATHEMATICS	11 (Year 1) 10 (Year 2)	MATHEMATICS	10	MATHEMATICS	10
ENGLISH (incl. Library and RWI)	19	ENGLISH (incl library session, Grammar, Reading, Comprehension)	15	ENGLISH (includes Grammar, and Comprehension lessons)	13
SCIENCE	2	SCIENCE	3	SCIENCE	4
COMPUTING	2	COMPUTING	2	COMPUTING	2
HUMANITIES/Forest School (alt weeks)	3	HUMANITIES	3	HUMANITIES	3
SPANISH	1	MFL	1	MFL	2
RE	1	R.E.	1	R.E.	1
Music	2	MUSIC	2	MUSIC	2
Drama	1	DRAMA	2	DRAMA	2
Art and Design/DT	2	ART AND DESIGN/DT	2	ART AND DESIGN/DT	2
PSHE	2	PSHE	2	PSHE	2
PE (Incl Games and swimming)	6 (Year 2) 5 (Year 1)	PE	2	PE	2
		GAMES	3	GAMES	3
		Health Related Fitness	2	Health Related Fitness	2
FORM TIME	1 (Year 1) or 2 (Year 2)	FORM TIME	1	FORM TIME	1
Assembly (to include Emotional Literacy)	4	Assembly (to include Emotional Literacy)	4	Assembly (to include Emotional Literacy)	4

TOTAL allocated	55 periods	TOTAL allocated	55 periods	TOTAL allocated	55 periods
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CO-CURRICULAR ACTIVITIES

An extensive range of co-curricular clubs are offered to pupils in KS1 and in the EYFS.

All pupils in Years 3 to 6 are encouraged to participate in the wide range of co-curricular activities provided, to stimulate and develop their own personal interests. These activities include a wide range of different sports (including football, cross-country and badminton), chess, dance, drama and art and craft clubs. Pupil voice is gathered to help inform the clubs provision and offering.

MONITORING & REVIEW

The Headteacher has responsibility for the leadership of the curriculum, together with the JLT and JSMT and for monitoring its provision. The curriculum is reviewed through lesson observations, learning walks, book scrutiny, pupil voice interviews (via forms on staff appraisal system), and curriculum monitoring by subject co-ordinators and JSMT.

The role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues relating to the subject
- Ensure efficient resource management for the subject
- Monitor pupil progress and planning in that subject area

It is the responsibility of each subject co-ordinator to keep up to date with developments in their subject. They will monitor the curriculum plans for their subject, ensuring that there is coverage of the National Curriculum and that progression is planned into schemes of work. Early Years Foundation Stage and Year 1 to Year 6 teachers will jointly ensure that progression is continuous across phases. Subject co-ordinators also meet regularly with Heads of Department in the Senior School to ensure that a progression of skills and knowledge is planned for as children move into Year 7 upwards.

They will review the way that the subject is taught in the school and plan for improvement, contributing to the School Development Plan.

Class and subject teachers ensure that the curriculum is well-planned and taught, and that the aims are covered for each class they teach.

HOME LEARNING

Parents of children in the EYFS are regularly informed of the learning that takes place in their year group through a weekly video in Nursery and an email in Nursery and Reception which includes highlights of the learning across the week. The weekly email has suggestions on how parents can support their child at home with their learning at school. Phonics guidance is available for all parents. In Reception, children are given phonics tasks at their level. All children take a book home from the school library to share with their family. Children in Reception continue to build on their reading and phonetic skills with a home reader. Practical home maths challenges are suggested to support learning at school.

In KS1 and 2, home-learning is set as an extension to work that is being done in class. Learning objectives are shared with parents and work is differentiated to suit a pupil's individual needs. Phonics/spellings activities in KS1, spelling pattern investigations in KS2 and reading are a critical part of the home-learning. In Year 2, children start learning times tables at home and in KS2, mathematics home learning is sent home regularly. Children in Year 1 and above can also

complete additional and optional activities using Doodle Maths (an online Mathematics program). Pupils in Key Stage 1 are set additional tasks to work on over the year, covering all curriculum areas, that are optional for the pupils. Half-termly Home Learning projects are set on Firefly for pupils in Years 3 to 6; these comprise of a variety of open-ended and investigative tasks spanning the curriculum. Each activity is given a star rating from one to three which pertains to the level of challenge and children are asked to achieve a minimum number of stars each half term by choosing tasks that interest them.

Year Group	
Reception	<ul style="list-style-type: none"> • Daily Reading • Maths and Phonics weekly activity
Year 1	<ul style="list-style-type: none"> • Daily reading and Doodle Maths • Weekly spelling and either maths or writing task (30 minutes) • Optional cross curricular challenge activities available
Year 2	<ul style="list-style-type: none"> • Daily reading and Doodle Maths. • TTRS from Spring 1 • Writing task set weekly, regular weekly Maths task linked to class learning when appropriate (30 minutes total) • Optional cross curricular challenge activities available
Year 3	<ul style="list-style-type: none"> • Daily reading • Weekly spelling/Grammar activity (30 minutes) • Weekly Maths activity (alternate weeks with Doodle Maths and written activity) (30 minutes) • Home learning topic work: 6 topics (one per half term) over the course of the year – to achieve 6 stars
Year 4	<ul style="list-style-type: none"> • Daily reading • Weekly spelling/Grammar activity (30 minutes) • Weekly Maths activity (alternate weeks with Doodle Maths and written activity) • Home learning topic work: 6 topics (one per half term) over the course of the year – to achieve 6 stars
Year 5	<ul style="list-style-type: none"> • Daily reading • Weekly spelling/Grammar/English activity (30 minutes) • Weekly Maths activity (30 minutes) • Home learning topic work: 6 topics (one per half term) over the course of the year – to achieve 8 stars
Year 6	<ul style="list-style-type: none"> • Daily reading • Weekly spelling/Grammar/English activity (45 minutes) • Weekly Maths activity (45 minutes) • Home learning topic work: 6 topics (one per half term) over the course of the year – to achieve 8 stars

This table is used as a general guide.

EDUCATIONAL VISITS AND VISITORS

It is expected that every year group will undertake some form of educational enrichment in the form of a workshop or visit each year to enrich their area of learning. Additionally, we welcome visitors or speakers into the Junior School to speak to children or present on topics.

COMMUNICATION

Parents are provided with an outline of the curriculum on a termly basis. Class teachers keep parents regularly informed with key information via email and are always happy to meet with parents to discuss their child's progress. In addition, weekly bulletins are sent from class teachers and the Headmaster. Parents' information evenings are also held to inform parents of new initiatives. Parents are also invited to assist with the running of school trips.

LINKS

- High Achievers Policy
- SEND Policy
- Behaviour Policy (Junior School)
- Marking Policy
- Admissions policy
- All subject policies

Reviewed	JLT/CH	January 2026
Reviewed and Approved	EWC	February 2026
To be Reviewed and Approved	Board	March 2026
Next Review		January 2027