



KEREM SCHOOL (INCLUDING KEREM EARLY YEARS UNIT)

CURRICULUM POLICY

This refers to Part 1 Quality of Education Regulation 2.

This policy is available to parents on the website and a hard copy is available on request from the office.

School aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work at Kerem School should be designed to meet the varied requirements of all of our children.

In doing this, we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils aesthetic and creative experience in linguistic, mathematical, scientific, technological, human and social, physical and Jewish education.

The school will:

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties, including those with Educational and Health Care Plans and those who are new to learning English;
- provide a programme of activities which is appropriate to the educational needs of all aged pupils including those below compulsory school, following the EYFS Statutory Framework.
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- ensure personal, social and health education which reflects the school's aims and ethos
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way;
- provide a broad and balanced range of experiences;

- provide opportunities for child-centred learning, emphasising an independent approach with a focus on Thinking Skills and Problem Solving.

Children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin developing a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;
- know how to think through and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and their national heritage, and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety;
- be aware of environmental issues and help create an eco-environment in the school;
- participate in extracurricular activities to provide a broad range of experiences;
- enrich their knowledge of the curriculum through educational visits and residential trips;
- compete in competitive sporting events within the school and against other schools;
- participate in musical and dramatic performances.

The spiritual, moral, social and cultural development of pupils at the school is of fundamental importance. The school has a uniquely Jewish ethos which promotes the following principles which:-

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b. enable pupils to distinguish right from wrong and to respect the law;

- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- d. provide pupils with a broad general knowledge of public institutions and services in England;
- e. assist pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- f. enable pupils to acquire speaking, listening and literacy skills in Hebrew, Ivrit and Bible lessons.

As a Jewish school we want our curriculum to reflect our ethos in all our teaching. We provide a balanced curriculum which reflects the nature of the world we live in and we are sensitive to teaching of political issues and British Values.

At Kerem we teach the full range of National Curriculum subject areas together with Jewish Studies and Ivrit as our Modern Foreign language. We undertake an analysis each year to ensure there is an appropriate balance of time apportioned to each subject.

Reviewed February 2016 , next review February 2018