

STEPHENSON SCHOOL



Curriculum Policy

Stephenson School Curriculum Policy

Aims

The school aims to provide all children with a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the National Curriculum and beyond.

The school should:

- 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;
- 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;
- 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.

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 judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced and develop a love of learning;
- be enthusiastic and eager to put their best into all activities with a high expectation for their capabilities;
- begin acquiring 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 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, 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 the 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.

The above set of aims should be reviewed at least every five years.

Last reviewed June 2009

Review due June 2010