



CURRICULUM POLICY

(Junior School)

Updated March 2025

Policy Principle:

QEH Junior School educates boys between the ages of 7 and 11 years. The curriculum caters specifically for the interests, abilities and aspirations of boys of this age range. It is also mindful of the needs of the skills, knowledge and understanding needed to enable the boys to thrive in the Senior School.

Aims:

Every child is entitled to a holistic, broad, balanced and relevant curriculum that allows them to develop to their full potential by encouraging creative thought, imagination, physical development, and moral and spiritual maturity. It should meet the needs of each individual and take account of their differences. It should be enjoyable, exciting, relevant and stimulating, and should provide a suitable challenge for all children, including those with specific educational or behavioural needs.

What Children learn:

Within these broad aims the school considers that each child shall learn:

- a. To communicate clearly and confidently in both speech and writing
- b. To listen attentively and with understanding
- c. To read fluently, with understanding, feeling and enjoyment, and to be exposed to a wide range of material to develop opinions and critical analysis
- d. To write clearly and legibly, where spelling, punctuation, syntax and usage are seen as important
- e. To find the spark which ignites a love of reading and writing.
- f. To be relatively proficient in their use of the latest information technology
- g. To understand mathematical language and concepts, to be aware of the applications of mathematics in the world and to appreciate numbers and to develop logical thought
- h. To master basic scientific ideas and methods of enquiry, and through observation, investigation and discrimination to recognise patterns and order within our world
- i. To problem-solve, by interpreting evidence and devising and investigating practical solutions, thinking creatively and imaginatively, and being willing to take calculated risks
- j. To develop the confidence to make and hold valid moral judgements, to understand the value of self-worth and respect for and sensitivity toward others, to recognise prejudice and bias, and develop tolerance of the values, thoughts and ideas of others
- k. To be culturally aware, recognising not only the differences but also the similarities between different peoples, and to value these differences
- l. To be spiritually alive, and to be aware of Christian beliefs and their importance in shaping our current society
- m. To be able to use various art forms and design skills as a means of expression, using a variety of materials and methods
- n. To appreciate music through listening, performing and composing and develop a critical sense with regard to music

- o. To develop agility and physical coordination and confidence through appropriate physical activities, and to develop an understanding and an awareness of the body and the importance of living a healthy lifestyle
- p. To understand our world through geographical and historical study, and through a study of a variety of world languages
- q. To understand the value of achieving happiness for oneself and others, and that both may be achieved by contributing to the community.

The School supports these learning outcomes by:

- a. Catering for the individual needs of all the children, regardless of social or ethnic background, or academic ability
- b. Creating and maintaining an exciting and stimulating learning environment
- c. Ensuring that each child's education has continuity and progression
- d. Facilitating the children's acquisition of knowledge, skills and moral and spiritual values which will help them to develop into a respectful and respected member of the community
- e. Providing an appropriate curricular balance
- f. Recognising the crucial role which parents play in their children's education, and making every effort to encourage parental involvement in the educational process
- g. Treating children with respect through listening to their aspirations, ideas and needs
- h. Regularly assessing, recording and reporting upon the academic, social, emotional, physical and moral development of each child, and through careful and appropriate monitoring of their progress

The Curriculum:

We follow the National Curriculum but enhance this with expectations above the requirements of the NC. This is seen through the amount of time given to Values-based Education, PSHE, Music, Drama and Sport as well as subjects in Years 5 and 6 being taught more by specialist teachers.

All subjects have a Subject Leader who is responsible for overseeing the Learning Journey and Learning Spine for their subject. They are also responsible for constructing, with other staff if required, the Schemes of Work which are regarded as Medium-Term plans. These are dynamic documents, liable to change to reflect opportunities at school or the need to focus on specific areas. INSET and Staff meetings are used to keep staff up to date with changes. Staff are also able to use the INSET budget to attend relevant courses.

In the Junior School, there are seven lessons per day. We achieve a balanced approach with lessons of 50 minutes in the morning and 40 minutes in the afternoon. On Tuesday, there are some shorter lessons of 30 minutes due to swimming and occasionally Wednesday period 4 starts slightly early to allow for travel to matches.

Linguistic Education:

English plays a significant role in the school. Each year group has 6 lessons each week, providing time for the study of the subject alongside guided reading. Opportunities for listening, speaking and reading are part and parcel of the curriculum, and a good deal of work is based on Talk for Writing and other

KS2 dynamic learning schemes in which IT is used to good effect. NFER Assessments in Reading take place every term along with our own Termly Assessments of writing.

MFL teaching is provided by our own specialist languages teacher in Years 3 to 5. The aim here is to provide a background understanding of both French and Spanish. Year 6 pupils are introduced to German in a weekly lesson taught by a Languages teacher from the Senior School.

Mathematical Education:

The curriculum follows the National Curriculum with opportunities for the more able pupils, especially in Years 5 and 6, to be set and stretched, whilst weaker pupils are supported. Opportunities to extend provision are encouraged through either the UKMT Primary Maths Challenge or local maths competitions. Online tools are used, and the Abacus scheme of work is followed by all year groups, with progress checks through Abacus half term assessments.

Science Education

Science is taught as a discrete subject from Year 3. Children have two 45 or 40 - minute lessons each week. We do not have a Science lab and only occasional access to the Labs at Senior School so the work covered reflects the space and resources we have. Pupils broadly follow the Galore Park programme of study mixed with other NC level studies. Sex and Relationship education is partly taught in Science in Year 6 alongside PSHE lessons. We hold a whole school PSHE/Science Morning on Sex Education in the Summer Term each year to allow the topic to be taught in classes. The school has several gardens which it uses as a basis for scientific study. Field trips also take place, alongside Geography, to further the pupils' knowledge. There is a very successful Eco Club at the school that encourages the study of aspects of science.

Art and Design Technology

Art and DT are both taught as discrete subjects in Years 5 and 6, with each form having a double lesson of either Art or DT each week. In Years 3 and 4, DT and Art activities are incorporated into weekly Topic lessons. Pupils also enter local art competitions and exhibitions at a national level. The school doesn't possess a specific art room and so this does restrict the range of mediums with which the pupils can work. However, the standard of work produced by our pupils is good and a view to having a dedicated art space is on-going. Trips are made to local art galleries to develop the pupils' awareness of the subject. DT lessons cover a range of projects including bridges made from balsa, birdhouses and learning techniques for cutting using a range of tools. As with Art, a dedicated or shared DT Room would enhance the subject which is very popular with pupils.

Technological Education

We make good use of new technologies, interactive Prowise Boards and an IT Lab. Each pupil is given an iPad for their own use in class. Computing or IT is taught as a single subject to each year group which allows for coding and becoming adept at MS Word, Excel and other applications. Pupils also have clubs such as Coding Club and Ipad Creativity Club to join. The Seesaw app is widely used, along with others such as iMovie and Book Creator to encourage pupils to present their learning in a variety of digital formats.

Humanities Education

History and Geography are taught within Topic lessons in Years 3 and 4, allowing for a cross over between the subjects. Years 5 and 6 have two history and geography lessons each per week. The syllabus for both follows some aspects of the National Curriculum to be taught but also includes local studies and, in history, the gaining of core historical skills in preparation for Year 7. A range of visits to local sites in the vicinity and further afield allow for the subject to be understood to its fullest extent. These include a STEM/History trip to the REME museum, visits to the Big Pit and SS Great Britain alongside trips to local museums and art galleries.

Performing Arts

Music and Drama are highly successful subjects at school. Each subject receives a lesson per week with two choirs and music groups also taking place. The pupils sing together at regular whole school assemblies, the Harvest Festival and annual House Music Competition. Soloists are given performance platforms through the House Music Competition and the Talent Show. In Drama, the boys have the opportunities to act in school plays in Years 3, 4 and 6. Years 5 and 6 also have the opportunity to take part in an after-school Drama Club performance.

Religious Education

The school has a Christian foundation, and the Junior School values are based on world religions with tolerance and consideration of others paramount. RS is also used to promote part of SMSC within the Junior School. The subject is broadened to include, for older pupils, aspects of philosophy. Assemblies led by all staff on a Monday also reinforce the school values through religious or spiritual stories. Once a year, the school has a Carol Service and a Harvest Festival which takes place at a local church.

Relationship Education/PSHE

PSHE is taught as a discrete subject in the school using the SCARF PSHE Scheme. This is a programme of study aiming to build on the pupils' social, moral, spiritual and cultural understanding and to make them aware of British values. It includes lessons on relationship education, enabling the boys to understand how to create strong relationships as well as meeting statutory requirements for the delivery of the Key Stage 2 Sex and Relationships Program.

Sport and PE

All pupils attend two sports/games/activities afternoons each week. Pupils in years 3, 4 and 5 have a weekly swimming lesson whilst pupils in Years 6 have a weekly PE lesson. PE takes place in the school gym and is taught by specialist teachers.

Games take place at Failand for boys twice a week. The school's philosophy is Sport for All and boys can play for a team if they so wish. Pupils in Years 3 and 4 attend activities once a week, which includes Forest School for Year 3 and an additional Games session for Year 4 in the Autumn and Spring Term.

Values Based Education

The school is now an accredited Values-Based Education School. After an all-day session with Neil and Janes Hawkes, the founders of VbE, the school began a process of incorporating VbE into our daily lives. There is a dedicated VbE lesson each week for all classes, looking at a value being studied over a two-

week period. It also examines the pupils' well-being and allows time for reflection and mindfulness activities aimed at developing and enhancing pupils' self-esteem.

Pastoral Provision

The school takes its pastoral responsibility very seriously. Form Teachers alongside the Teaching Assistants, keep a constant and vigilant eye on the pupils and their wellbeing. The Assistant Headteacher (Pastoral and Logistics) has overall responsibility for the pastoral care of the children and acts as a DSL for the Junior School. The school uses the Stirling Children's Wellbeing Scale on a half termly basis to help monitor the pupils' wellbeing and their attitude to school. Regular contact is maintained with staff and parents regarding pupil issues.

How do we ensure that all pupils flourish?

The school regards itself as academic without being too challenging. As such, there is a wider spread of academic ability due to selection processes for Years 3 and 4 being harder to define than entry to Year 5. We ensure that all children can learn because of thorough curriculum planning, effective teaching and assessment procedures, which track pupils' progress across core subjects and over time. Generous staff: pupil ratios mean we are able to deploy teaching assistants to support the children's learning. There are four Teaching Assistants (one HLTA), one for each year group, meaning that pupils may receive that support where it is needed most. In Years 3 and 4, Form Teachers are responsible for teaching most of the curriculum, which incorporates English, Maths, Science, Topic (History, Geography) and Art/DT. Year 3 and 4 pupils are taught in mixed ability form groups, mostly in their own classrooms. This provides the security of being in the one environment but begins the transition to becoming a more independent learner. They are taught Science, Art, Drama, MFL, PE, Computing and Music by a more specialist subject teacher. Pupils in Year 5 and 6 have increased independence. If there are two forms in these year groups, pupils are set by ability for Maths in Year 5 and 6.

Pupils and staff are ably supported by the school's Additional Learning Needs Coordinator (ALNCo). The ALNCo is the SENCO and supports staff in identifying and supporting those pupils with specific educational needs. They also coordinate the implementation and review of any Individual Provision Map and Learning Plan (IEP) to ensure that our provision fulfils the statements' requirements. The ALNCo liaises with teachers to create an IEP for students with more severe learning difficulties and provides guidance for those who present with less severe educational needs. She provides workshops or clinics for pupils throughout the year. The ALNCo also works with staff to create the Gifted and Talented Register of those pupils who it is felt would benefit from being challenged in specific subjects.

Each Subject Leader across the school is responsible for compiling and coordinating subject policy and curriculum documents. Each Subject Leader is responsible for producing a Learning Journey and Spine for their subject, which details the units and objectives covered in their subject over an academic year. From these, medium-term Schemes of Work (S.O.W.) are created. These are written in advance and, as working documents, are reviewed weekly.

The Form Teacher is supported by the Assistant Headteacher (Pastoral and Logistics) and the Assistant Headteacher (Teaching and Learning). Together they are able to track both pastoral and academic concerns of pupils throughout each year group. Pupils are encouraged to take responsibility for digitally

documenting their own learning as they are trained to use the Seesaw app on their ipads effectively. They are also taught to maintain a personal tray or locker, engage in appropriate and respectful behaviour, celebrate difference, success and individuality, and develop responsibility for their own safety and belongings. The boys' behaviour is excellent overall and the environment is happy, safe and caring. For children who require a little more support in this area, they can be referred to School Counsellor (with permission from parents). The pupils also undergo half termly wellbeing questionnaires using the Stirling Children's Wellbeing Scale and concerns raised about individuals are shared through CPOMS, the School's 'pastoral register'. Regular pastoral staff briefings mean that all staff are aware of additional pressures children may be under e.g., those children who may be performing a caring role at home or may have been recently bereaved.

In the context of the curriculum, our intention is to engage the children in their learning and for them to see themselves as partners in their learning, not mere recipients. We believe pupils need to be taught how best they learn, the reasons behind why they are learning something, how to learn through experience and experimentation and how to 'close the gaps' in their own learning.

The School uses a range of various learning techniques, methods and approaches. Time is given for pupils to reflect on what they have been taught and to work with a Teaching Assistant or the subject teacher to reflect on achievements. Whole class feedback is undertaken alongside individual verbal feedback to ensure that a pupil knows directly how they can improve. Pupils also use peer assessment in some subjects to learn how to evaluate others' work. Learning outside of the classroom environment also plays a key role with an extensive programme of day and residential trips. These enhance the subject as well as developing the whole child through a series of experiences designed to broaden their understanding and knowledge of life beyond the classroom, building resilience and character.

How do we listen to and respond to 'pupil voice'?

Opportunities are given for pupils to voice their views. Primarily this is achieved through form time and the School Council. During Form Period, topics affecting pupils are aired and all are given an opportunity to speak. Pupils represent their form on the School Council, they make suggestions which are then considered and acted upon to improve the life of the pupils. Opportunities are given for pupils to talk to staff and TAs when they wish to, and staff are always on hand to support children with issues.

How does the school celebrate and embrace difference and diversity?

QEH Junior School is a holistic, caring environment in which children are encouraged to be themselves. The School's approach to discipline is based around our shared values and mutual respect for others in the school community. Pupils are aware of the system of rewards (House Points, Star Performers and Head's Diploma) and sanctions (minutes taken off Golden/Reward Time, lunchtime detention, afterschool detention, temporary suspension or permanent exclusion). The school values its pastoral structure; each Form Teacher knows their children's needs extremely well and, at any time, children can speak to these members of staff, as well as the Assistant Headteacher (Pastoral), to help solve pastoral problems. The pupils have weekly assemblies, including one that celebrates achievement, determination and excellence. PSHE is taught as a discrete subject throughout the School. PSHE helps pupils to develop the spiritual, moral, social and cultural skills necessary for later life. The boys are taught to respect the individual differences through our QEH Values that are present within the school

community, thereby fulfilling our obligations as detailed in the 2010 Equality Act. In addition, PSHE plans reflect the school's commitment to promoting British values as well as helping to prepare pupils to play a full and active life within British society. Assemblies will often reflect key PSHE aims as well as the school's duty in promoting British values. The school makes opportunities to celebrate and understand different ethnic groups through celebrations of Diwali, Eid and Chinese New Year. We encourage pupils of diverse cultures and religions to celebrate these at school and foster an appreciation and understanding of difference and diversity. During Bristol Pride Week, assemblies are given on LGBTQ+ to all year groups to help in understanding the challenges faced by the LGBTQ+ community.

How does the school encourage every child to make their own positive contribution to the life of the School?

Throughout the School, the academic and extra-curricular provision has been planned to ensure that all the children receive a broad and balanced education. Homework is organised to offer extra depth in several subject areas, whilst still allowing children to follow their own particular interests. In Sport, fixtures are run against other schools, and, after school, there are a series of clubs provided either by staff or outside groups. All staff run an after-school club. Children choose from different clubs, and these cater to every interest; sport, art, computing, science, dance, crafts, etc. and change on a termly basis, providing even more opportunities for children to explore their interests. The trips programme is organised to provide children with a range of experiences and teachers within the school ensure that they receive strong moral messages on an individual, class and whole school level (through the assembly and PSHE programmes for example). Children are all encouraged to participate in clubs or House competitions as well. Music groups take place before and during school, with Drama clubs running after school. Each year group has a residential trip during the school year, usually in early May. This trip takes the pupils away to a variety of locations where pupils experience challenges of being away from home along with learning how to work together, teambuilding and gaining core skills such as resilience. The QE Award is designed to engage the pupils fully in Years 5 and 6, with its service to the community, outdoor education and personal development. The pupils gain a great deal from this award as a precursor to the Duke of Edinburgh's award and Ten Tors Challenge in the Senior School.

How does the school prepare pupils for entry to Senior School?

From Y3 upwards, pupils are being prepared for QEH Senior School and the world beyond. This includes engendering a love of learning, an inquisitive nature, plus a kind, thoughtful attitude to others. It involves allowing each boy to develop his particular strengths, while supporting and developing his weaker areas.

In all year groups, the pupils undergo assessment using NFER Reading and Mathematics tests alongside Abacus half termly maths progress checks. NFER takes place three times a year and allows staff to look at data and make judgements on targeting individual pupils. In Year 6, pupils have one lesson of 'Study Skills' until the end of entrance tests, after which they are taught the Compass for Life programme which is designed to help the pupils learn skills in targeting and achieving an aim in life. During the final term, pupils in Years 6 visit parts of the Senior School under a familiarisation programme, work alongside teachers from the school and have visits from the Head of Year 7 as well.

Junior School and Senior School Curriculums are linked where possible. Close contact is maintained between the two schools, especially through Senior School Heads of Department, who are aware of and have an understanding of the Junior School Curriculum.

How do we equip the pupils for life?

Our aim is to provide a dynamic curriculum, with teaching methods that are appropriate for this generation. We are making increasing use of technology as an aid to learning, with each pupil having access to an iPad, using Seesaw and numerous other applications to support their learning. By setting our pupils challenging tasks, involving the creativity and intra-subject working, pupils experience a wide range of vibrant and exciting lessons that provide not only the 'grammar' of the subject but allow them to gain an understanding of their place in it. Our core value of kindness; 'Treating others as you wish to be treated' underpins all that we do. By raising awareness of ecological issues, working with the city's homeless and by raising funds for other causes, the pupil develops a holistic approach to life, understanding that it isn't linear and that all have their roles to play. We actively encourage pupils to learn to accept failure as being part and parcel of life and that one only grows through experiencing and recognising their own weaknesses. The QE Award and Compass for Life program play a key role in developing core strengths whilst our sport, music and drama allow pupils to work as a team, supporting and helping one another in a healthy, cooperative environment.

The above policy should be read in conjunction with the following, which are available on the school website or via the Junior School Office:

- a. Teaching and Learning Policy
- b. Special Needs Policy
- c. PSHE Programme
- d. Homework Policy

REVIEW:

Date policy updated	25 th March 2025
Date policy to be reviewed by	March 2026
Policy Owner	Head of Junior School & Assistant Head Teaching and Learning