

Curriculum Policy

Introduction

The school curriculum consists of all the planned activities organised by the school in order to promote learning and facilitate personal growth and development.

Christian education is about teaching children truth about God and His world. The content of a Christian curriculum in some subject areas will not be different from that seen as the standard curriculum taught in most schools today. It is the *context* within which that content is placed which makes the difference. Christian education derives its context and basis from truth and values taught by God through the Bible. The greatest truth and value is seen as love, so learning and relationship have to go hand in hand.

Aims

- To ensure that the process of planning is informed by and reflects the school's Vision and Mission Statements.
- To provide a broad and balanced curriculum.
- To ensure Fundamental British Values are embraced and promoted throughout the curriculum.
- To promote a positive attitude and enthusiasm towards learning.
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- To support pupils' spiritual, moral, social and cultural development.
- To support pupils' physical development and responsibility for their own health, and enable them to be active.
- To ensure that the curriculum reflects the biblical worldview in its construction, e.g. chronological history, integrated subject areas.
- To ensure that there is a progression in learning in every area of the curriculum.
- To ensure that there is continuity between year groups and key stages.
- To promote an appropriate balance within and between subjects and aspects of the curriculum.
- To promote the learning and development of our youngest children and ensure they are ready for Key Stage One
- To promote the learning and development of our oldest pupils and ensure they are ready for secondary school.

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing body will also ensure that:

- The curriculum reflects the school's Vision and Mission Statement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school is providing a broad and balanced curriculum, including Maths, English and Science.
- The school implements appropriate assessment arrangements.
- The aims of the curriculum are met.

Values

"Christ, in whom are hidden all the treasures of wisdom and knowledge"

(Colossians 2v3)

- **Truth** – the curriculum will seek to uphold the concept of absolute truth, promoting what is true and real.
- **Knowledge as a whole** – the curriculum will be orderly and systematic, coherent and integral, reflecting God as the source of all knowledge and the concept of knowledge as a whole, rather than discrete, disconnected parts.
- **Discernment** – the curriculum will seek to discern the thinking of our times, encouraging skills of discernment and critical analysis of the world and human experiences, with a view to preparing pupils for life, and to play their part in shaping society. The curriculum seeks to enable pupils to develop the skills to challenge the views of others and learn how to deal with their own ideas being challenged, while displaying a respectful attitude.
- **Joy** – the curriculum will seek to foster in pupils a joy of learning, a motivation for active service as they consider their role in society, and a wholehearted love of God and other people rather than simply a desire for personal fulfilment or advancement.
- **Excellence** – the curriculum will promote striving for excellence motivated by love for a perfect God rather than only personal satisfaction or advancement. It will seek to create an environment in which talents and abilities can be identified and nurtured to their full potential.
- **Creativity and imagination** – the curriculum will seek to foster creativity, imagination, exploration and discovery.
- **Love and Respect** – the curriculum will seek to foster love and respect for others in the pupils.

Organisation & Planning

"The earth is the Lord's and everything in it"

(Psalm 24:1)

Trinity Christian School is committed to promoting an understanding of the natural world and society from a biblical perspective and giving pupils that added dimension of the realisation of God in all of life. This will mean that talk of spiritual things will not be restricted to Religious Education lessons

and assemblies, but we will seek to help the children understand the biblical worldview throughout the curriculum.

The curriculum will be informed by but not dictated by the National Curriculum, and by the current research in child development. It will be grounded in concrete experience, and will be age-appropriate and relevant to pupils' various life experiences and interests. It will explore extensively the natural world, emphasising its diversity, wholeness and inter-relatedness, promoting principles of stewardship, and affirming biblical authority about origins.

Pupils will study a wide variety of people, places and times within the context of God's eternal plan and purposes for mankind. Opportunities will be made for enhancing pupil's appreciation of the biblical worldview and their understanding of the worldviews of others.

Each term will be planned for the whole school around one of the following topics which are taught as part of a 3 year cycle.

Year of topic cycle	Term 1	Term 2	Term 3
1st	Ourselves	Communication	Green
2nd	Go	People & Places	Animals
3rd	Local Studies	Treasure	Above & Beyond

Pupils will cover each topic twice during their time in the school, once in Years 1 to 3 and again in Years 4 to 6. On the second cycle the topic will be taught in much greater depth as appropriate to the age of the pupils. We will aim to integrate all subjects within the topics.

- Art, D & T, History, Geography, ICT, Music, PE, Science, PSHEE & RE will be taught within the Topic framework.
- English, Mathematics & a Modern Foreign Language will be taught as separate subjects but linked with the Topic as appropriate.
- The Bible will be taught to all pupils at a level appropriate for their age and understanding.
- History will be taught chronologically, where possible so that pupils appreciate God's sovereign work.
- A Modern Foreign Language will be taught throughout the school.
- PE will be taught at the local Palmer Park and at a local indoor hall.

Meeting the needs of all pupils (special needs, including able, gifted and talented)

At Trinity Christian School we believe each child is unique, each with God given strengths and aptitudes. In addition some pupils will have particular educational needs and will require extra support in certain aspects of learning. Some pupils may have an Education Health and Care plan. This will be used to ensure the pupil receives the appropriate support and will often lead to teachers working with other professionals to achieve the best outcomes for the child.

We believe our curriculum needs to be flexible and imaginative such as to be able to identify and nurture areas of particular ability so that all pupils find some area of learning in which they can excel. We will encourage pupils to see areas of personal giftedness not only in terms of academic excellence, but just as vitally in manifesting the fruits of the Spirit – love, joy, patience, goodness, kindness, peace and self-control.

In order that all pupils can access the curriculum fully, ensuring an appropriate level of adult support is key, which will vary with the needs within each class.

The curriculum will be taught using a wide range of appropriate methods, resources and experiences, including open-ended, practical and pupil-led tasks, in order to maximize the learning experiences of pupils with diverse learning needs.

The Early Years Foundation Stage

The curriculum for Reception will follow the requirements of EYFS, other than the Learning and Development requirements. Development Matters will be referenced but EYFS teachers will look at other curricula and the school's aims for EYFS pupils within the context of a biblical worldview.

Approach & the Role of the Teacher

Teachers will seek to teach a biblical worldview through every context, promoting an understanding in the light of the 'Big Picture' of the Bible as encapsulated in the Creation, Fall, Redemption and Fulfilment Model.

Medium-term planning will involve asking questions like:

- What do we want the children to learn about God?
- What do we want the children to learn about themselves?
- Which significant people and events (biblical and others in history) do we want the children to learn about?
- What knowledge and skills do we want the children to develop?
- What do we want today's children to learn in order to be equipped to be good citizens prepared for life in modern Britain?
- How do we want the children to respond both to the aspects of the biblical worldview presented in the topic and to the worldview of significant cultures in Modern Britain in these areas?

The school will work on the basis of a biblical view of the child – a precious gift entrusted to parents, a unique individual created in the image of God with many facets to their developing personhood. In perceiving the children as a whole person, the curriculum will seek to promote the spiritual, moral, cultural, emotional, social, creative, aesthetic, academic and physical development of all pupils in the school.

Teachers are expected to consider themselves as having the role of a guide to their pupils. They are to use their authority and knowledge of the world, society and of each child to guide the pupils to:

- an understanding of the world;
- awe-inspiring discovery;
- delight in learning;
- make good choices; and
- acting rightly.

As the school develops there will be subject leaders to coordinate specific areas of learning. They will have a variety of roles and tasks within their remit as a way of developing practice across the school and raising standards.

These include:

- Attending courses and developing school practice as a result.
- Developing the whole school curriculum for their subject.
- Leading school based INSET on their subject.
- Working with school based colleagues on a formal and informal basis.
- Contributing to the school's process of self-evaluation through accurate evaluation of their own subject area.
- Developing Action Plans for subject development.
- Monitoring standards of planning.
- Monitoring teaching on an informal and formal basis.
- Monitoring standards of achievement and account for them.
- Work with Governors.

Links to other policies:

- Assessment Policy
- SEN Policy
- EYFS Policy
- EAL Policy
- Equality Policy

Written: January 2015

Reviewed by governors: November 2015

Reviewed by governors: April 2017

Reviewed by governors: January 2020

Next review: January 2022

