



**BURGESS HILL**  
— JUNIOR —

<b>Curriculum Policy Statement – Junior School including EYFS</b>	<b>2a (1)</b>
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<b>Responsible for Initiating Review of Policy</b>	Junior School - Head
<b>Committee to Review</b>	SLT
<b>Last Review Date</b>	October 2017
<b>Review Period</b>	Three Years
<b>Approved by (Committee and Date)</b>	SLT October 2017
<b>Approved by Board of Governors</b>	December 2017
<b>Effective Date of Policy</b>	October 2017
<b>Next Review Date</b>	October 2020
<b>Related Policies</b>	Curriculum synopsis – Junior School

**The Curriculum aims to:**

- prepare pupils for the opportunities, responsibilities, experiences and expectations of the next stage in their education and promote a lifelong love of learning
- be inclusive by providing opportunities for all pupils (including those with mild special educational needs, learning difficulties and EAL pupils) to develop their skills and knowledge and to realise their full potential
- promote the spiritual, moral, social and cultural development of all pupils
- encourage pupils to use their initiative and develop their independence
- encourage the personal, social and academic development of pupils
- provide opportunities for students to be creative and inquisitive
- challenge and support pupils as appropriate in a caring atmosphere
- to embrace and utilise technology in all forms

**To achieve these aims the curriculum should:**

- be **holistic** in approach which will prepare pupils to meet the challenges of life through social and emotional development and resilience
- be **broad** to ensure that each pupil is able to develop a wide range of skills and understanding
- be **balanced** to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims
- ensure that pupils are able to **access** the full range of curriculum subjects and extra-curricular activities that they choose
- be **personalised** to ensure that the individual needs of each pupil are met through the provision of appropriate choice, pace, challenge and support at all levels
- be **stimulating** and **creative** to promote independent and inquisitive learners
- be **progressive** to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels
- provide **opportunities** for each pupil to find and develop their specific strengths
- foster the development of **transferrable skills** and cross-curricular understanding
- be designed to meet the specific learning needs of **girls** but be free of gender stereotypes
- be designed to promote **individual pathways** and flexibility within a structure informed but not constrained by the National Curriculum