



## Whiteheath Junior School

### Curriculum Policy

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Updated by Hannah Wells – Deputy Headteacher	September 2025	Autumn 2026

#### School Motto

At Whiteheath Junior School our motto is *'Opportunity, Confidence, Growth'*.

#### School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever changing world

#### Curriculum Rationale

At Whiteheath, we provide our children with opportunities to become happy and confident lifelong learners. We recognise that every child is unique and we celebrate differences within our school community.

We are proud to provide a wide range of extra-curricular opportunities that enhance learning and build confidence. We believe that a child's time at school should allow them to understand, create and enjoy.

We help children to become responsible and motivated learners who embrace challenges and strive for success while supporting their emotional well-being.

Community involvement is an important part of our curriculum. We encourage our children to be kind and caring citizens who engage with the local community and have a good understanding of the wider world.

## Curriculum Aims

Our school curriculum is designed for Whiteheath children and aims to:

- build upon children's prior learning;
- be skills based and develop deep understanding;
- provide first hand learning experiences;
- have opportunities for collaborative learning;
- challenge, make children think and develop resilience;
- engage minds and foster creativity;
- link with other subjects;
- be fully inclusive.

## Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education's Maintained Schools Governance Guide](#).

## Intent

Our curriculum maps indicate which subjects are taught to which groups of children in which terms. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This is regularly reviewed by teachers and subject leaders. This allows for a more creative and cross-curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term plans have been written to ensure coverage of the foundation subjects. They include learning intentions, skills and activities (with adaptations identified).

Each subject has a knowledge progression map and skill progression map clearly showing how knowledge and skills are built on as children move through the school. In addition, year groups have progression maps which detail how their teaching will build on the children's prior learning.

Our school curriculum covers the following:

- Relationships and health education
- Relationships and sex education
- Spiritual, moral, social and cultural development
- British values

## Implementation

Our class timetables give the following timings to each subject:

- English (including reading, writing, other literacy activities): **7 hours**

- Mathematics (equivalent to one session each day): **5 hours**
- Science (core subject): **2 hours**
- Physical Education (equivalent to 2 sessions per week): **2 hours**

All other subjects are flexible, according to which topics/themes/subjects are being taught in a particular term, but generally average around 1 hour per week (with the exception of D&T projects and some Art units which are taught across full days).

History and Geography alternate half termly, as do RE and PSHE. Our modern foreign language is Spanish.

Where possible, cross-curricular links are made across subjects.

### **Inclusion**

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take into account the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in individual subject policies and in our SEN policy.

### **Impact**

The Headteacher, SLT and subject leaders continuously monitor the effectiveness of the curriculum. Feedback from a range of monitoring including pupil surveys, book looks, drop ins and planning scrutinies are considered.

Action points will be agreed and discussed with staff. Curriculum developments are reported to Governors termly.

### **Assessment**

Assessment of the foundation subjects takes place termly or half termly (depending on how frequently a subject is taught). Teachers use their professional judgement to assess children's knowledge, skills and understanding against the National Curriculum expectations and objectives stated in medium term planning.

Teachers are responsible for identifying barriers to learning for children within their class. Subject leaders can then use the data to identify patterns or trends within their subject.

## **Enrichment Opportunities**

We are committed to providing our children with a range of exciting experiences. By offering a range of purposeful and relevant activities, that provide a wealth of first hand experiences, we help our children to develop an awareness, appreciation and understanding of the world in which they live.

We believe that all our children should have regular opportunities to undertake learning both inside and outside the classroom through participating in a variety of workshops, trips and other memorable experiences (see appendix 1).

We also offer an extensive range of clubs both before school, after school and at lunchtime. These include sports clubs, choir, book club, gardening, drama, orchestra, drawing and sketching, chess and cheerleading. A full list of school clubs is available on our website (updated termly).

## **Filtering and Monitoring for Online Safety**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- All staff will receive appropriate training to include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Identify and assign roles and responsibilities to manage filtering and monitoring systems. The Head Teacher will take overall responsibility.
- Block harmful and inappropriate content without unreasonably impacting on teaching and learning.

## **Roles and responsibilities**

### **The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Reviewing progress against school development priorities
- Carrying out subject/SEND link visits and meeting with subject leads/SENDCo
- Inviting subject leaders to present reports at Governors meetings
- Receiving reports from external providers who have evaluated the quality of the curriculum
- Observing lessons/talking to pupils during visits/curriculum workshops/school events
- Receiving weekly newsletters reporting on the wider curriculum
- Seeing the school in action on Governor Days
- Reviewing curriculum policies
- Receiving termly curriculum updates from the Curriculum Lead

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **Curriculum Leader and Subject Leaders**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

## **Other Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **Links with other policies**

This policy links to the following policies and procedures:

- Individual Subject Policies
- Assessment Policy
- SEND Policy
- SMSC Policy
- British Values Policy
- Remote Learning Policy
- RSHE Policy



## WHITEHEATH JUNIOR SCHOOL

### ENHANCING THE CURRICULUM 24/25 – EXAMPLES OF OUR SMSC/MEMORABLE EXPERIENCES

Year 3	Year 4	Year 5	Year 6
Rocks and Minerals Geobus Fossils Geobus Stone Age Day Visit to churches Christmas Performance Pedestrian Training Local area walk Life Base workshop Egyptian Day	Trip to Verulamium Pedestrian Training Hazards Geobus Steel pan lessons Trip to Synagogue Assembly on VE Day Life Base workshop Local history walk	Brazil Day Harvest Festival Performance Pedestrian Training Visit to Mosque Visits to Pizza Express Space and Planets Geobus NSPCC workshop – Keeping Safe Kingswood Residential Swimming lessons Life Base workshop Local nature walk	Arctic Sea, Ice & Climate Geobus Bikeability Trip to Science Museum Trip to RAF Hendon NSPCC workshop – Keeping Safe Bollywood Dance workshops Journey Outreach (linked to WWII topic) Junior Citizen at Brunel University Isle of Wight Residential KISS workshops SORTED workshops Year 6 Leavers' Performance Life Base workshop
<b>Whole school events</b>	European Day of Languages, Junior Duke Award, Children in Need Day, The CODE Show, Maths Day, Christmas service at St. Martin's Church, Christmas performances for all year groups, Now You're Talking Competition, Safer Internet Day, Children's Mental Health Awareness Day, Walk to School Week, World Book Day, Art Exhibition, Humanities Week, British Values Day, Sports Week, St George's Day, Oracy morning,		
<b>Special assemblies</b>	Year 6 House Captains, High5, Year 5 Harvest Festival, Junior Duke, Daily Mile, Ruislip Baptist Church (Open the Book), Now You're Talking Autumn Competition, (Oracy), Safer Internet Day, STEM Ambassador, 'We are all unique' assembly from VI Team, NSPCC Keeping Safe assemblies, Year 3 Christmas Performance, Now You're Talking Spring Competition (Oracy), Year 4 VE Day Performance, Now You're Talking Summer Competition (Oracy), Music Ensemble		
<b>Community links/ fundraising</b>	Jeans4Genes Day, Harvest collection for Hillingdon Food Bank, Children in Need, Christmas Jumper Day, MIND (for Children's Mental Health Awareness Day), Red Nose Day (Comic Relief), Hillingdon Council Cable Recycling Challenge,		
<b>PTA</b>	Pennies for the PTA House Competition, Christmas Fayre and Year 6 Christmas Stalls, PTA discos (all year groups), PTA Summer Fayre		
<b>Sporting events (whole school)</b>	Daily Mile, Let Girls Play (Football), London Mini Marathon, Sports Week		
<b>Music</b>	Rocksteady Assembly, <b>Young Voices at Wembley Arena (approx. 60 children from choir – all choir invited), choir singing at Ruislip Manor Fun Day</b> , steel pan lessons for all children in Year 4, brass lessons for all children in Year 3, music ensemble,		
<b>Inter-school competitions</b>	<b>Hockey tournament, girls' football, sports hall athletics, swimming gala, netball matches, football matches (A, B, C teams), girls' football tournament (Year 3&amp;4), basketball tournament, Y5/Y6 Maths Challenge, Y3/Y4 Spelling Bee, cricket (girls and boys), cross country, district athletics, Childnet film competition (digital leaders)</b>		
<b>Links with WHIS/ secondary schools</b>	Reading buddies for World Book Day, choir singing at WHIS for Christmas, transition events for Y2 children (including letter writing, games afternoon, extra tours etc)		
<b>Parent/carer workshops</b>	Maths (calculation methods), online safety and coding, SPAG (knowledge expectations), reading (supporting your child at home), maths (how fractions knowledge progresses/ taught methods)		

\*Events in black are accessible/ available to **all** children

\*Events in red are open to selected WHJS children