



GORING C.E. PRIMARY SCHOOL
CURRICULUM POLICY

**The Aims and Values of
Goring Church of England (Aided) Primary School**

We are a Church school serving the whole community.

We aim:

- to make a contribution to each child's spiritual, social and emotional development;
- to create a caring community where there is respect for all;
- to foster the children's curiosity and desire for life-long learning in a safe, stimulating and challenging environment;
- to encourage children of all abilities, having high expectations of what children can achieve.

The Governors' Curriculum Aims

General

To help children to begin to develop an understanding:

- of the world they live in and of their own place in it;
- of the world of their immediate environment and the world further afield;
- of the world here and now but also of the world of the past;
- of the world of observable facts but also the world of faith and beliefs.

In order to achieve these aims, the school provides a curriculum which:

1. is broad, balanced, stimulating and fun and which develops pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities;
2. provides children with a wide range of educational experiences and develops their early knowledge, understanding, skills and attitudes to provide a sound basis for later education, enabling them to make an effective transition from home to school;
3. satisfies the requirements of the Education Reform Act relating to the Early Years Foundation Stage, National Curriculum and religious education, ensuring that sufficient time is allowed for all aspects of this basic curriculum;
4. offers a range of opportunities for children to develop their social maturity and independent learning skills;

5. enables children to take risks with their learning, to experiment and to develop a sense of curiosity;
6. provides continuity of educational experiences and progression across the EYFS and Key Stages 1 and 2, enabling children to make an effective transition to secondary school;
7. offers challenge leading to the highest standards of personal achievement, taking account of ability and aptitude;
8. helps children to become equipped with skills that they will need for later life;
9. includes assessment of the progress and attainment of each pupil to determine whether learning objectives have been achieved and to decide on the next stage in learning;
10. includes recording the progress and attainment of each pupil and reports this to parents and pupils;
11. encourages the pupils to explore the place and significance of religion in human life, thus contributing to each child's spiritual development;
12. extends knowledge, experience, imagination and understanding in ways that develop critical and analytical capability, awareness of moral values and capacity for enjoyment;
13. raises pupils' awareness that they are part of a multicultural and technological society;
14. develops constructive attitudes and qualities through spiritual awareness and aesthetic appreciation and fosters respect for the environment;
15. promotes equality of opportunity for all, including pupils with disabilities, and develops understanding of and respect for the rights of others;
16. promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect;
17. works in partnership with the families, church and the local community.