



Bury and Whitefield
JEWISH PRIMARY SCHOOL

Curriculum Policy

Date policy last reviewed: February 2025

Signed by:

Mrs M Kobak _____ Headteacher Date: February 2025 _____

Mr P Ross _____ Co- Chair of governors Date: February 2025 _____

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Statement of intent

At Bury and Whitefield Jewish Primary School (BWJPS), we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society. Community involvement is an essential part of our curriculum, as we celebrate our national and world-wide traditions and events, while learning about their own culture and that of others.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Relationships and Health Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring that there are long- and medium-term plans for the curriculum in place, in collaboration with subject leads and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis with short subject updates at each full governing body meeting.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring an up-to-date curriculum intent statement is created.

- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring all planning is reflective of the school's curriculum and is planned in accordance with school expectations.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Adapting/ creating long and medium term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly short term plans in collaboration and sharing these with additional adults in the room and SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher. This should include regular book scrutiny.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Keeping up-to-date with subject relevant updates/ changes.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

At BWJPS, our curriculum is designed to recognise children's prior learning; provide first-hand learning experiences; allow children to develop interpersonal skills; build resilience and become creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences without school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Community involvement is an essential part of our curriculum, as we celebrate national and world-wide traditions and events while learning about their own culture and that of others.

The six elements that underpin our curriculum values are:

- Resilience
- Creativity
- Critical thinking
- Curiosity
- Challenge
- Culture.

Alongside our academic curriculum, we also believe that children should be taught respect for themselves and others. We aim to instil a caring and responsible attitude towards other people, both within school and the wider community, as well as develop a sense of awareness and understanding of moral, social and environmental issues.

Our curriculum follows the National Curriculum, with subjects taught discretely and in a cross-curricular manner. We carefully incorporate key and subject-specific skills to give a holistic approach to learning, sometimes led by children's interests, whilst also ensuring the development of individual subject skills and knowledge. A wide variety of teaching methods are used, which are designed to give children the chance to learn in different ways. Children are often taught as a whole class, with group, paired and individual work also widely used. Opportunities for cross class collaboration are appropriately provided.

Bury and Whitefield's curriculum encompasses a variety of learning opportunities. It is planned with clear progression and cohesion to make learning experiences relevant and meaningful, building on prior learning to develop schema and cement knowledge. As a result, children leave our school with a sense of belonging to a tight-knit community, where they have the confidence and skills to make decisions; self-evaluate; make connections and become lifelong learners. This impact is evident in our excellent statutory assessments and smiling faces of our pupils – both past and present.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.
- We aim to provide a curriculum which is relevant, balanced and in line with statutory requirements. Through the teaching of Judaism (according to Halacha), the promotion of Jewish values, the state of Israel, and the celebration of Jewish worship our children thrive and grow. We hope to foster in our children, a love and understanding of their Jewish faith and heritage.

The five elements that underpin our core values are:

- **Simcha**
We're happy when we're learning, we're learning when we're happy.
- **Middos**
We are kind and we do the best we can in all areas of school life.

- **Achdus**
We work together to make our school a community.
- **Ruach**
We all help to make our school a lovely place to be.
- **Torah**
Learning, thinking, living Torah.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least two breaks (mid-morning & lunch).

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where children reflect & recall previous learning and link it to the lesson objectives for the lesson.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson. It will also involve self-assessment.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.

- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers or answering questions to deepen understanding.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include quality first teaching, adaptive teaching, dedicated time with TAs (where appropriate) and access to specialist resources and equipment where required.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Kodesh
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Relationships and sex education (at KS2)

Part of the national curriculum also includes PSHE and wider world lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject. All of these policies are accessible upon request from the school office.

8. Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with a set timetable, which can be found on the class page of the school website.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, through termly pupil progress meetings. Where there are concerns – or it is deemed necessary – these may also be reported to pupils and/ or parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupil's age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Primary Assessment Policy.

9. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Information Report & Policy.

Pupils with SEND will have the curriculum adapted to meet their needs. Where it is deemed appropriate, they may work with TAs in smaller groups, to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities may occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Educational visits policy.

12. Monitoring and review

This policy is reviewed regularly (at least every two years) by the headteacher or deputy headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2026.