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**CURRICULUM POLICY**

**1. INTRODUCTION**

1.1 The Northern Ireland Education Order (2006) sets out the minimum requirements that should be taught at each key stage. In Carhill Integrated Primary School, we aim to provide a broad and balanced curriculum for all children.

1.2 We strive to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

1.3 Our staff is dedicated to meeting the needs of each child, setting high standards for pupil effort, achievement and behaviour. We encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.

**2. INTEGRATED ETHOS**

2.1 As an integrated primary school we provide a learning environment where children from Catholic and Protestant backgrounds, as well as those of other faiths and none, can learn with, from and about each other. Our school is committed to the principles of Integrated Education through Equality, Faith & Values, Parental Involvement and Social Responsibility as outlined by the Northern Ireland Council for Integrated Education.

**3. THE NORTHERN IRELAND CURRICULUM**

3.1 At Carhill Integrated Primary School we endeavour to provide a broad and balanced curriculum appropriate to the individual needs of each child, enabling them to take advantage of every learning opportunity, to experience success and to reach his or her full potential.

3.2 Staff will ensure that pupils are provided with the opportunity to develop thinking skills – tools that go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their own progress.

3.3 To ensure each pupil is provided with the opportunity to develop their full potential, the curriculum will be delivered by staff having regard to the Pastoral Care Policy. In particular, the requirements of the Positive Behaviour Policy will be paramount in ensuring that each child feels safe, secure and valued in a positive environment that is conducive to stimulating holistic development.

**4. PHASES**

**4.1 The primary phase for our school comprises:**

* The Foundation Stage: P1/2
* Key Stage 1: P3/4
* Key Stage 2: P5/6 and P7.

**5. AREAS OF LEARNING**

5.1 The curriculum for the three stages is set out in six Areas of Learning. Although the Areas of Learning are set out separately, teachers should where appropriate, integrate learning across the six areas to make relevant connections for children.

5.2 Teachers have considerable flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils.

5.3 The Areas are:

-**Language and Literacy** (including Talking and Listening, Reading and Writing; schools are also encouraged to teach additional languages);

-**Mathematics and Numeracy** (focusing on the development of mathematical concepts and numeracy across the curriculum);

-**The Arts** (including Art and Design, Drama and Music);

-**The World Around Us** (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);

-**Personal Development and Mutual Understanding** (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community);

-**Physical Education/Development and Movement** (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

5.4 The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage this will be followed and used as a starting point for teacher planning.

5.5 **RE**

At Carhill Integrated Primary School our RE programme is based upon the core syllabus for Northern Ireland. Our ethos is Christian and non-denominational. Pupils will be introduced to the ideas, beliefs and practices of the major world religions, in a manner appropriate to their age and ability, and in line with the NI Curriculum.

RE has a role to play within the context of the curriculum through presenting young people with chances to develop their personal understanding and enhance their spiritual and ethical awareness. A parent has the right to withdraw their child from all or part of RE and if they wish to do this they should inform the Principal in writing.

Each year the R.E. co-ordinator is responsible for enquiring if there are Parents/Carers who wish their child to receive Sacramental Preparation. The Teaching Resource File used is called Grow in Love.

**6. WHOLE SCHOOL SKILLS AND CAPABILITIES**

6.1 In Carhill Integrated Primary School we strive to place an emphasis on the development of skills and capabilities for lifelong learning and for operating in society.

6.2 Within lessons we provide the opportunities to engage in active learning contexts across all areas of the curriculum and progressively develop:

Cross - Curricular Skills

-Communication

-Using Mathematics

- Using ICT

Thinking Skills and Personal Capabilities

-Thinking, problem-solving and decision making

-Self Management

-Working with others

-Managing Information

-Being Creative

**7. EQUITY OF ACCESS**

7.1 In Carhill Integrated Primary School, teachers are aware that pupils have different experiences, interests and strengths, which will influence the way in which they learn.

7.2 In planning curriculum and assessment activities, teachers are aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (SENDO) 2005 and have high expectations for all pupils, including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers and those from diverse linguistic backgrounds.

7.3 Approaches to learning and teaching should provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively. They enable all pupils to achieve.

7.4 For pupils with special educational needs the staff take account of the type and extent of the difficulty experienced by the child. For those pupils whose attainments fall significantly below the levels expected at a particular key stage, degrees of differentiation of tasks and materials appropriate to the age and requirements of the pupil will be provided.

7.5 For pupils whose attainments significantly exceed the expected levels of attainment during a particular key stage, teachers plan suitably challenging work by extending the breadth and depth of study across Areas of Learning.

**8. ASSESSMENT**

8.1 Assessment is an integral part of the learning process. Within the school a variety of summative assessment methods are used. These include PTE Progress in English, Young’s Spelling, PTM Maths, ,CATS and Suffolk reading test.

8.2 The results of which are used to track pupil progress and aid curriculum planning. These are enhanced by a range of formative assessment methods within every day practice.

**9.** **ROLES AND RESPONSIBILITIES**

9.1 The principal will report to the Board of Governors on all matters relating to the curriculum. The curriculum leaders/SENCO will assist the principal in monitoring and evaluating curriculum practice.

**10. COMPLAINTS PROCEDURE**

10.1 In the event of a complaint concerning the curriculum, parents should in the first instance write to the principal. The principal, in liaison with the appropriate Curriculum Leader, will seek to bring about a resolution of the matter.

10.2 If such a resolution does not emerge, parents should write to the Chairperson of the Board of Governors.

10.3 He will raise the matter at the next governors meeting. He will hand the matter to the curriculum complaints tribunal panel within the Board of Governors.

10.4 They will arrange a hearing for the complaints and reach a decision on whether or not to uphold a complaint. If a resolution has still not been arrived at, parents may write to the Curriculum Complaints Tribunal of the Education Authority