



CURRICULUM POLICY

(Junior School)

(This document is available on the school website or on request)

Reviewed March 2016

Policy Principle:

QEJ Junior School educates boys only between the ages of 7 and 11 years. The curriculum caters specifically for the interests, abilities and aspirations of boys of this age-range. It is also mindful of the needs of the Senior School: of the skills, knowledge and understanding that are required of the boys upon transfer into Year 7.

Aims:

Every child is entitled to a broad, balanced and relevant curriculum that allows them to develop to their full potential by encouraging creative thought, imagination, physical development, and moral and spiritual maturity. It should enable pupils to distinguish right from wrong, to act consistently with their beliefs with a view to the consequences of their own and others' actions. It should meet the needs of each individual and take account of their differences. It should be enjoyable, exciting, relevant and stimulating, and should provide suitable challenge for all children.

What the Children learn:

Within these broad aims the school considers that each child shall learn:

- a. To communicate clearly and confidently in both speech and writing
- b. To listen attentively and with understanding
- c. To read fluently, with understanding, feeling and enjoyment, and to be exposed to a wide range of material in order to develop discrimination and critical analysis
- d. To write clearly and legibly, where spelling, punctuation, syntax and usage are seen as important
- e. To be relatively proficient in their use of the latest technology, including ICT
- f. To understand mathematical language and concepts, to be aware of the applications of mathematics in the world, to appreciate numbers and to develop logical thought

- g. To master basic scientific ideas and methods of enquiry, and through observation, investigation and discrimination to recognise patterns and order within our world
- h. To problem-solve, by interpreting evidence and devising and investigating possible solutions, thinking creatively and imaginatively, and being willing to take calculated risks
- i. To develop the confidence to make and hold valid moral judgements, to understand the value of self-worth and respect for and sensitivity toward others, to recognise prejudice and bias, and develop tolerance of the values, thoughts and ideas of others
- j. To be culturally aware, recognising not only the differences but also the similarities between different peoples, and to value these differences and resist racism
- k. To be spiritually alive, and in particular to be aware of Christian beliefs and their importance in shaping our current society
- l. To be able to use various art forms and design skills as a means of expression, using a variety of materials and methods
- m. To appreciate music through listening, performing and composing and develop a critical sense with regard to music
- n. To develop agility and physical co-ordination, confidence in and through appropriate physical activities, and to develop an understanding and an awareness of the body and the importance of living a healthy life-style
- o. To understand our world through geographical and historical study, and through a study of a variety of world languages
- p. To understand the value of achieving happiness for oneself and others, and that both may be achieved by contributing to the community as a whole.

The School supports these learning outcomes by:

- a. Catering for the individual needs of all the children, regardless of social or ethnic background, or academic ability
- b. Creating and maintaining an exciting and stimulating learning environment
- c. Ensuring that each child's education has continuity and progression
- d. Facilitating the children's acquisition of knowledge, skills and moral and spiritual values which will help them to develop into a respectful and respected member of the community
- e. Providing an appropriate curricular balance
- f. Recognising the crucial role which parents play in their children's education, and making every effort to encourage parental involvement in the educational process
- g. Treating children with respect through listening to their aspirations, ideas and needs

- h. Regularly assessing, recording and reporting upon the academic, social, emotional, physical and moral development of each child, and through careful and appropriate monitoring of their progress

The Curriculum:

In order to fulfil the requirements of the curriculum aims and policy, the following subjects are taught in all the four age groups:

Years 3 and 4

- Literacy, Numeracy, Science, Humanities taught as ‘Topics’ (history, geography, PSHE – which are covered in cross-curricular themes such as ‘China’, ‘Kenya’, ‘Pirates’, ‘Tropical rain-forests’, ‘Second World War’), R.E., P.E. and games (including swimming), Art and Design, Music, Modern Foreign Languages (French), ICT (including touch-typing).

Years 5 and 6

- As above, except that History and Geography are taught as discrete subjects by subject specialists.

The policy for Modern Foreign Languages is that all boys will have the chance to experience languages during the four years in the Junior School, as outlined below.

Year 3 Beginners French 2-year course

Year 4 Continue Beginners French course

Year 5 French

Year 6 French

To supplement the curriculum there are a number of clubs the boys can opt into:

Physical activity clubs; such as football, hockey, rugby, cricket, judo, fencing, rackets and basketball.

Also, Italian, Mandarin Chinese, art, reading, chess, modelling, drama etc.

Other policies related to the Curriculum:

ENGLISH AND LITERACY POLICY

Literacy co-ordinator: Mrs. J. Richards

1. AIM OF POLICY

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Creative Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At QEH Junior School we strive for all children to be creative and imaginative readers and writers, able to understand what they read and to be able to express themselves effectively both verbally and in writing.

By the age of 11 years we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- be developing imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000).

At Key Stage Two (Years 3-6), children should be learning to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. Pupil provision is related to attainment, not age. There is only one set, of relatively mixed ability. Work is differentiated accordingly, both by input and outcome. Pupils who require extra support are offered this on a regular basis, for reading, spelling and writing. More able pupils are extended through entry into competitions nationally and locally, and through problem-solving and 'buzz brain' sessions.

Form teachers deliver the literacy curriculum to their respective forms.

The target is for pupils to reach level 5 by the end of Key Stage 2.

5. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama should permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Pupils are encouraged to develop effective communication skills in readiness for later life.

Pupils are regularly entered for local Literacy festivals, for individual and group Speech and Drama work. Speech and drama lessons are open to all pupils on request. Debating is encouraged through clubs and events with other schools, and pupils regularly lead assemblies where they have to prepare and deliver a themed presentation.

6. APPROACHES TO READING

Pupils read through:

- Shared reading
- Guided reading
- Independent reading

Resources – e.g. Teaching assistants, Senior School pupils, Reading Scheme (for Years 3 and 4), the library, and group reading books are available for all pupils.

Links to parents – including homework diaries, regular home-school liaison and meetings should be strong. Parents are encouraged to listen to their children read at home, and also get involved in helping with reading at school.

The library is a key resource. The library co-ordinator uses an electronic tracking system to carefully monitor the reading of all pupils.

Standardised Reading Age tests are undertaken for all pupils at least once a year, with carefully monitoring of progress being the responsibility of the form teachers in liaison with the literacy co-ordinator.

7. APPROACHES TO WRITING

Spelling is regularly assessed through standardised tests and class spelling tests.

Creative writing is encouraged and developed through poetry competitions, special days (i.e. poetry day, story day) and regular opportunities in class to write imaginatively in a range of genres.

Guided Writing/Independent Writing: pupils are encouraged to contribute to the weekly newsletters, and other such material.

Extended writing; more able pupils are expected to undertake extended pieces of written work that will reflect their abilities.

Handwriting is regularly assessed and emphasis is placed upon neatness and readability.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. It is important that they are 'computer literate' by the end of Year 6.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

Regular standardised assessment for Spelling, Reading and Writing will be used to track pupil progress and to target area of the curriculum for future lesson planning. Such assessment will happen formally at least once a year, but routine assessment will also be used.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Those with a learning difficulty that inhibits their literacy development will be offered extra support as appropriate.

MATHEMATICS POLICY

Maths Co-ordinator

Mr. R. Hall

a. The inclusion of Mathematics in our School's curriculum

At QEH Junior School, Mathematics is considered a vital part of the curriculum. It provides pupils with the necessary skills to understand the world around them and to cope with everyday life by developing their ability to think in abstract ways, to calculate, to reason logically, algebraically and geometrically, to solve problems, to handle data and to make decisions.

Mathematics is crucial for learning in other areas of study such as Science, Design and Technology and ICT and is not seen as an isolated subject.

b. Aims (These aims are not prioritised)

We aim to enable each pupil:

- To develop his mathematical knowledge and the ability to communicate this in oral and recorded form.
- To have the opportunity to explore all new mathematical concepts practically before progressing to informal jottings and formal recordings.
- To work independently with confidence when appropriate and to work co-operatively with a partner and in a group situation.
- To develop an interest and a positive attitude towards mathematics, and confidence in his own ability and a determination to succeed.
- To develop mathematical skills and understanding, which will enable him to solve problems, make decisions, and develop strategies to carry out investigations.
- To develop a flexible approach to calculation by using a range of mental strategies
- To develop a systematic approach to solving problems.
- To select and use resources appropriate to the task in hand.
- To carry out an investigation, using estimating, hypothesising and testing.
- To develop a wide mathematical vocabulary to facilitate clear and accurate expression in oral and written form.
- To develop an interest in numbers and space.
- To acquire a mathematical foundation relevant to his needs and ability, with regard to the demands of the National Curriculum and the National Numeracy Strategy.
- To develop a feel for number so that he can determine whether an answer is accurate or reasonable.
- To appreciate that the answers to all calculations can be reached by applying known facts that is specific number facts learned by heart.
- To derive satisfaction and a sense of achievement from carrying out mathematical activities.
- To foster and develop curiosity for number and pattern.
- To ensure that all boys are extended in each area of Mathematics, so that they reach their full potential.

c. Methods of teaching and learning catering for each pupil.

At QEH Junior School we recognise that the staff collectively have a wealth of valuable experience on which to draw and individually they have their own teaching style. Staff, therefore, use a variety of strategies and contexts to teach Mathematics. There is more independent work in Years 5 and 6. We have opted to base our teaching around a published scheme – the on-line ‘Abacus Maths’ scheme - and we are aware that this must be seen as one of many resources to aid the teacher in their delivery of the curriculum, rather than an inflexible structure, which the teacher feels bound to follow rigidly. There should be:

BALANCE	whole class / group / individual teaching Practical / mental / written Explaining / demonstrating / questioning Number / other aspects
OPPORTUNITY FOR	discussion between children and teacher discussion between children themselves open ended tasks problem solving co-operative work individual work

The pace of the lessons is dictated by the points above.

- Teaching strategies used through the implementation of Collins Primary Maths and DfE Unit Plans include whole class, group and individual activities to teach, consolidate, reinforce and extend.
- Ongoing assessment ensures that appropriate adjustments are made to the teaching. All of this specifically caters for the individual. The whole class is introduced to the mathematical concept in the same way and then the teacher differentiates for each boy.
- Collins Primary Maths ensures that the National Numeracy Strategy objectives are met.

Mathematics must be taught in a way that promotes understanding as well as the learning and application of rules. Appropriate practical work is of paramount importance to encourage understanding. Work should be related to the child’s own experiences and be drawn from the world around us. Regular revision and reinforcement of previous learning, new skills and concepts are vital. Pupils should have quick recall of specific number facts e.g. Basic number bonds, multiplication tables.

Progression and continuity

The Collins Primary Maths Scheme ensures that there is continuity and progression throughout Key Stage 2. To further ensure consistency and development, there is an agreed method of marking by staff and uniform expectations regarding the pupil's work. (See Assessment and Marking Policies)

Assessment and records of pupils' attainment and progress

The Mathematics Co-ordinator is responsible for monitoring the teaching of Mathematics to all pupils. He will be involved in monitoring class teachers' curriculum planning and will provide necessary support. On-going assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to consistently match work to the abilities and needs of the pupils as they progress.

In addition to daily monitoring of each pupil's performance by the teacher through observation and marking, the Collins Primary Maths Scheme provides half-termly "check-ups" which assess specific mathematical topics. These not only check the pupil's progress but also pinpoint problem areas. Exercise books provide a means of continual assessment throughout the year.

Reporting to parents is done through parent/teacher interviews twice a year and written reports each term. (See *Assessment Policy*).

The environment for effective learning and organisation of resources

The classroom environment is an essential tool in the teaching and learning of Mathematics. QEH endeavours to facilitate this by providing a good environment for each class such as displays in the classroom and around the school and by having the correct equipment and resources readily available for the children's use. The School grounds are also recognised as a valuable learning environment for Maths.

Mathematical apparatus is managed by the Mathematics Co-ordinator and he is responsible for ordering new and replacement equipment and books. Resources are mainly class based but more specific apparatus is shared freely between the classes at each year level.

Differentiation, Learning Support and Special Educational Needs

We differentiate through task, support, resources, time outcome and expectation. We use our Learning Support Teacher in classrooms as appropriate. Staff use IEPs in conjunction with the Head of Learning Enhancement (HLE) to differentiate too. (See Special Needs Policy).

Entitlement to the Mathematics Curriculum

All pupils are to have access to the Mathematics curriculum, regardless of ability, race, cultural background or any physical or sensory disability. In cases of physical or sensory disability, the school will endeavour to provide specialist apparatus, or, if applicable, computer software, so that the pupil may have full access. (See Equal Opportunities Policy).

Class teachers should consult the HLE and Head teacher whenever they are concerned about a child's progress.

Cross-curricular links

Some possible links are listed below:

- Science - Data Handling, counting, measuring, estimating
- PE - Scoring, target practice, height, distance, time, position, direction
- Geography - Pathways, Routes, co-ordinates, scale, ratio
- English - Presenting answers to problems, counting rhymes
- Art - Pattern, spatial awareness, symmetry,
- ICT - Roamer, Data Handling, producing graphs/tables, interpreting data
- History - Time lines, festivals

Homework Policy

In Key Stage 2 Mathematics Homework is set in each year group. (See Homework Policy). It is linked directly to the teaching from that day/week and is used solely to reinforce what has been done in class.

Monitoring, evaluation and revision of the policy

The Maths co-ordinator is responsible for monitoring the policy.

The Policy will be reviewed every 3 years by the Maths Co-ordinator and discussed with Staff in the appropriate departments. During the year, staff will annotate the policy where appropriate and discuss when the policy is reviewed.

SCIENCE POLICY

Science co-ordinator: Mr. M. Morris

a. There are four main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It builds on what pupils have learned previously and promotes continuity and coherence across the school
- It states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum

b. Introduction

The importance of science in the curriculum

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its world-wide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At KS2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

The aims of science and how these contribute to the school's aims

The school aims to:

- stimulate and excite pupils' curiosity about changes and events in the world

- satisfy this curiosity with knowledge
- engage pupils as learners at many levels through linking ideas with practical experience
- help pupils to learn to question and discuss scientific issues that may affect their own lives
- help pupils develop, model and evaluate explanations through scientific methods of collecting evidence using critical and creative thought
- show pupils how major scientific ideas contribute to technological change and how this impacts on improving the quality of our everyday lives
- help pupils recognise the cultural significance of science and trace its development

c. Methods of teaching and learning

All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.

A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. The information is used to identify what is taught next.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?" Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and the school is working to establish even closer links with information and communications technology (ICT). Activities are challenging, motivating and extend pupils' learning.

Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carrying out activities safely and deciding on the best form of communicating their findings.

d. Continuity and progression

The Junior school ensures continuity by close liaison between the Key Stage 2 and Key Stage 3, and by close collaboration between staff at the planning stages

e. Inclusion

The pupils work individually, in pairs, as part of a small group and as a whole class each term. They use a variety of means for communicating and recording their work.

Educational support staff work as directed by the teacher. They are able to refer to a planning sheet for the particular group they are working with. Where educational assistants are assigned to pupils with special educational needs, they are well briefed beforehand.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Weekly planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to Individual Education Programmes [IEPs].

f. Assessment and recording

Teacher assessment takes place throughout the units of work. Any attainment and progress which is significantly lower or higher than expected is noted. Teachers analyse pupils' progress in the units of work they have completed the reports to parents. This report takes the form of a summary of the pupils' written work and teachers' observations of the pupils at work thus giving parents a view of what their children know, understand and can do.

g. Organisation

At QEJ Junior School Science is taught as a discrete subject. The programmes of study are covered in units of work using the school's agreed scheme which is supplemented by relevant parts of QCA scheme of work. At present science lessons for Years 3, 5 and 6 are taken by the Science co-ordinator. Year 4 science is taught by the class teacher.

h. The learning environment

On a regular basis, classrooms should have displays of current science in hand. Its profile should reflect its place as a core subject. Resources, for the unit of work being covered, should be appropriately accessible. Other sources of information should be available.

i. Safe practice

Safe practice must be promoted at all times. The ASE publication, "Be Safe!" has been adopted as the school's safety policy in science. A copy is available in the

staff room within the Junior school. Teachers must also take into account the school's Health and Safety policy. Particular attention must be given to avoiding the use of anything that aggravates individual pupils' allergies. SAFETY ISSUES have been identified in medium term planning and RISK ASSESSMENTS must be completed in weekly planning when activities are identified that are unusual and beyond the scope of normal safety practice.

j. Learning resources

Every classroom has access to a resource area and pupils are encouraged to choose from a range of equipment. The subject co-ordinator is responsible for the maintenance of these areas.

The scheme of work covers training the pupils in the safe and considerate use of animals, plants and equipment. They should be taught not to be careless and to use consumables efficiently.

Pupils should be taught how to locate and replace resources properly. Teachers should make sensible decisions, based on the age and stage of pupils, in relation to whether the teacher, the pupils under the guidance of an adult, or the pupils independently, should collect and replace resources.

k. Entitlement

Science is a core subject of the National Curriculum and all pupils undertake some science activity every week, regardless of ability, race, age, cultural background or any disability. In cases of physical or sensory disability the school will endeavour to provide specialist apparatus, computer software and/ or a modified/ alternative curriculum so that the pupil enjoys as full an access as possible.

Science teachers should consult the Head of Learning Support and Head Teacher whenever they are concerned about a child's progress or ability to access the curriculum.

Science teachers should make reference to the school's Equal Opportunities and Disability policies for further information.

l. Curriculum

The aim of the science programme at QEH Junior School is to stimulate the boys' interests in science and to develop their knowledge and understanding of important scientific ideas, but most importantly to develop their scientific skills, their abilities to think and question, to observe, interpret facts and figures, hypothesise and follow processes through to the end. The programme taps in to the boys' natural interests, curiosity and experience by relating topics to everyday life.

The programme has also been devised to help stimulate their language skills, promote independent learning and thinking, provide opportunities for encouraging reading and writing, project work and practical investigation, and highlighting the importance of problem-solving.

Year	Term	Topics covered
3	Christmas	<ul style="list-style-type: none"> • Living things: variety and classification, living processes • Reptiles • Keeping healthy: diet, eating, teeth, exercise
	Easter	<ul style="list-style-type: none"> • Materials: variety and uses • Forces: types, magnets and springs
	Summer	<ul style="list-style-type: none"> • Rocks: types, formation, volcanoes and earthquakes • Light and Shadow: including the Sun and solar system • Mini-beasts: variety, habitats
4	Christmas	<ul style="list-style-type: none"> • Moving and Growing: bones, muscles, effect of exercise • Keeping warm: temperature, insulators and conductors
	Easter	<ul style="list-style-type: none"> • Electricity: circuits, sources of electricity • Habitats: adaptation, keys, food chains
	Summer	<ul style="list-style-type: none"> • Solids and Liquids: properties and behaviour • Friction: as a force, effects
5	Christmas	<ul style="list-style-type: none"> • Characteristics of living things: variation: keys, identification • Ecological studies: habitats, ecosystems and niches, feeding relationships • Healthy living and Diseases. Food, diet and additives
	Easter	<ul style="list-style-type: none"> • States of matter: particulate theory, and changes of state • Mixing and Dissolving: • Keeping warm, keeping cool: animal adaptations
	Summer	<ul style="list-style-type: none"> • Light and Sound: what are they, how produced, and how humans see and hear • Sun, Earth and Moon: our solar system, and its place in Universe • Plant reproduction: flowers, seed production, dispersal and germination
6	Christmas	<ul style="list-style-type: none"> • Animal variation: The Human species and its evolution • Human influence on the environment: pollution, energy demands • Energy and Forces: aerodynamics and stream-

		lining
	Easter	<ul style="list-style-type: none"> • Chemical reactions: reversible and non-reversible • Changing circuits: series and parallel
	Summer	<ul style="list-style-type: none"> • Animal reproduction and life cycles • Adaptation and evolution: Charles Darwin

m. The contribution of science to other aspects of the curriculum

The teaching of literacy, numeracy and ICT is promoted strongly in Science as part of this school's drive to raise standards in English and Mathematics. Science is used to extend and enable the pupils to practise the skills of language and literacy and numeracy.

Literacy

In the Junior School the pupils are encouraged to develop their skills of writing to record their planning, what they observe and what they found out. In science, they should be applying their literacy skills at levels similar to those which they are using in their English work.

Numeracy

Pupils are expected to use their knowledge and understanding of measurement and data handling at appropriate levels. In science, they should be applying their numeracy skills at levels similar to those which they are using in their maths work.

Information and communications technology

The pupils' ICT skills are applied as identified in the medium term planning. This involves the pupils using ICT to: locate and research information (CD ROM, internet), record findings (using text, data and tables), log changes to the environment over time (sensing equipment), gain confidence in using calculators, VCR, Video Camera, digital camera, and tape-recorder as well as the computer. The use of this equipment is indicated in medium term planning.

Spiritual development

Spiritual development is encouraged through reminding pupils of the wonder of science and the effect of scientific discoveries on the modern world. Topical scientific issues are also discussed as appropriate.

Personal, social and health education

Health Education is taught as part of the units on ourselves, health and growing, teeth and eating, moving and growing, keeping healthy and life cycles. Sex Education is taught as part of the unit of work on Life Cycles in Year 6, after consultation with parents.

n. Homework

There will be homework given to all pupils each week, in accordance with the school's Homework policy.

o. Extra curricular activities

Each year group will undertake fieldwork, visits to places of scientific interest and have visitors to support the learning objectives for units of work where relevant. In addition, other possible out of school opportunities may be possible, and are to be encouraged. This must be discussed with the subject co-ordinator and the Headmaster before firm plans are made. 'Mad Science' will be offered as an After School Club each year, for boys in Years 5 and 6.

The above policy should be read in conjunction with the following which are available on the school website or via the Junior School Office:

- a. Teaching and Learning Policy
- b. Special Needs Policy
- c. PSHE Programme
- d. Homework Policy