

Glyne Gap Tier 2 Curriculum Breadth

The breadth of the Curriculum is delivered through purposeful learning opportunities in each department. The outdoor learning environment is utilised and links are made in many topics to the local environment. The Curriculum is organised into 3 departments Infants, Juniors and Seniors. Each department has 24 blocks which is divided into a four year rolling Curriculum with 12 blocks per year. Religious Education is included in The Knowledge and Understanding strand, however to ensure breadth we will continue to use the East Sussex County Council syllabus.

Knowledge and Understanding Rationale

Knowledge and Understanding of the World encompasses the previous subjects of Science, Geography, History, Design and Technology, RE and Languages. Topics were deliberately chosen that are age appropriate, exciting and motivating. They provide opportunities for creating in depth learning activities that link subjects together making learning more meaningful. Some blocks have a common topic throughout the departments e.g. The Sky Above, Space and The Solar System. This enables pupils to build on prior knowledge and for the whole school to work on a common theme leading to an enrichment day. Progression is built into the topics across the departments as well as the introduction of new skills.

Creative Curriculum Rationale

This strand of the Curriculum encompasses the subjects of Art, Dance, Music and Drama. The Blocks are written to support Topics where appropriate. Some Blocks are standalone which have been included to ensure that pupils have the opportunity to experience a wide variety of processes and techniques. Some Blocks are written to support a terms work on a whole school theme and a common thread can be tracked throughout the Infant, Junior and Senior Departments. Our creative strand of the curriculum prioritises the creative process rather than the finished piece. We encourage pupils to be imaginative and expressive and enjoy their own creative abilities.

In the Senior Department pupils explore using the skills and techniques for leisure e.g. Hobbies. In this block pupils may establish an interest in a craft that they enjoy into adulthood, E.g. scrapbooking or card making.

Personal Development Rationale

The Personal Development strand of the curriculum complements and offers breadth to Tier 1 PSHE. Some learning outcomes of the P.D. curriculum blocks may be accredited through the 3 PSHE P scales.

The strand is based on 4 themes and activities which are re-visited throughout each key stage, giving pupils the opportunity to build on prior knowledge. The 4 themes are myself, myself and others, my family and my community.

The SRE programme is delivered as part of the 4 themes and is progressive through key stages 1-4. The programme is underpinned through 3 skill areas:- permission, decision making and assertion.

Skill One - Permission	Skill Two - Decision Making	Skill Three - Assertion
giving	likes and dislikes	finding a voice
receiving	vocabulary	other words
refusing	concept of yes/no	self esteem
coping with refusing	recognising options	rights
language of asking	making realistic choices	basic techniques
initiating	accepting responsibility for choices	using body language
respecting others	making own decisions	communication skills
gauging situations	making group decisions (compromise, negotiation)	recognising 'put downs'
recognising appropriate requests	procedure for asking for information, help	recognising sexist, racist language etc
		emotions
		risk taking

The delivery of Seniors SRE should be organised with pupils grouped by developmental need.

If a pupil is developmentally ready in the Juniors there should be a flexibility for them to join the Seniors SRE programme.

When pupils leave the senior department they will have had opportunities to consolidate and generalise Tier 1 PSHE learning. Students will have grown in their independence, autonomy, self awareness and friendships.

Physical Development Rationale

Infants- We will provide a skills based curriculum that ensures that pupils explore, practise and develop skills that will enable them to move confidently, play games and take part in future Physical Development opportunities. These skills will be practised and generalised in all available settings to prepare pupils for the context that different games are played in. Pupils will have the opportunity to perform their skills. They will have experienced, practised and performed every movement that will later enable them to perform a physical skill with differing levels of support. E.g. hold a bat, swing a bat, crawl through a tunnel, and roll in the mud)

Juniors- The curriculum will continue with opportunities from previous years and build upon them. Skills will be applied to games on a small sided or 1:1 basis. Skills will be developed and performed in gymnastics sequences, athletics events will be established and OAA circuits will become more formal. Pupils will continue to practice and develop their skills and apply them to games, athletic events, adventurous activities and gymnastics sequences.

Seniors- The curriculum will facilitate pupils to use skills learnt and apply them to games at a team level with support. Pupils can select and apply skills in different games and are able to perform a skill. Pupils will make links between activities in school and community activities and begin to know which leisure pursuits they enjoy and prefer. They will develop life long leisure interests that can be taken on into adulthood.

The Curriculum is underpinned by the Values of The Olympic Games giving pupils an opportunity to learn about and demonstrate Values in sport. Pupils leave the Senior department having actively experienced a wide range of games, fitness opportunities and leisure pursuits. They have applied skills learnt and are confident in doing so. They have knowledge of what leisure pursuits they prefer and can tell others themselves using an appropriate method.