

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Curriculum Policy

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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

Our Curriculum Offer

*'The curriculum is a framework for setting out the aims of a programme of education, including knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understand pupils have gained against expectations (**impact/achievement**).'* OFSTED

Our curriculum is carefully constructed and offers a wide range of subjects to all learners. We aim to develop all children as independent learners who can make informed decisions and choices about the next phases of their learning. The national curriculum forms just one part of the school's curriculum, which is enriched through local studies, pupil choices and carefully selected topics and themes across the school.

At Bathwick, our aim is to nurture every child to be the best they can be and by each member of the community striving to do their best. Together we will be '**Achieving excellence through the pursuit of good.**'

Curriculum Intent

In order for all children to flourish, Bathwick St. Mary's Church school is built upon our Christian values which is complimented by and enhances our mission. Our curriculum intent can be summarised in our following mission statement:

Bathwick is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an inspiring education rooted in core Christian values, we challenge and support our children to reach their full potential and become compassionate, courageous individuals. Our creative and rich curriculum and committed staff promote a lifelong love of learning, encouraging children to become caring and confident advocates for others and our world.

We have [set out our core beliefs and set of actions that drive our curriculum design](#) which is all underpinned by our core [Christian Values](#).

We are committed to equality and endeavour to ensure that all pupils fulfil their potential regardless of background or personal circumstances. We ensure that our provision is fully inclusive in meeting the needs

of all pupils, including those that arise from their ethnic heritage, social and economic background, gender, ability, and disability. Our curriculum gives our teachers an opportunity to explore a range of issues alongside pupils, discuss ideas and beliefs, review materials and gives time to allow pupils to challenge, collaborate and communicate.

We believe that during their time at Bathwick, our children should be given every chance to live happy lives where enquiry, curiosity and a thirst for new experiences and knowledge have no limits.

Subject Intent

By the time our children leave Year 6, we aim for them to have acquired knowledge and skills across a range of subjects and be adept learners and thinkers. The ability to transfer their experience at Bathwick in the wider world and become life-long learners underpins all that we do as a school. Therefore, as part of our curriculum offer, Year 6 vision statements are used for all subjects. These are a guide so that teachers develop the necessary skills and knowledge for pupils learning journey across the school from Reception to Year 6, so that they leave Bathwick having had access to a broad, balanced, and relevant curriculum.

Curriculum Implementation

Our Curriculum draws on best practice and delivery from several different models and approaches to ensure we meet the needs of all pupils. We pride ourselves on delivery high quality lessons, with clear objectives and outcomes, where learning is engaging and enjoyable. Much of our curriculum is taught through topics and BIG questions. These are questions posed by the class teacher linked to the topic, they do not always have one correct answer; they are a springboard for ideas and opinions. They also give children the correct impression that in our lessons we will explore the topic and provide new information and share our knowledge. By unpicking these BIG questions, teachers provide stimuli, information, facts, and ideas and help increase every child's knowledge and awareness.

Cross-curricular links are made where possible to allow children to embed their knowledge across several subjects and develop a broader understanding within a subject and across the curriculum as a whole.

Curriculum Impact

Our children achieve in so many ways. At Bathwick we have high expectations for all our children as we strive to ensure they reach National attainment expectations, as well as their own individual potential. We actively value every child as an individual and do our best to tailor our curriculum to support and enhance their learning experiences.

Teachers carry out on-going assessment for all pupils across the core subjects, as well as other foundation subject areas. Teacher assessment is rigorous and moderated both internally by senior leaders and subject leaders, as well as externally by the local authority and other local schools within the Trust. Judgements are also supported through national testing and the use of additional check point tests throughout the academic year. All of this builds a complete picture for an individual child, which is then used to inform planning and next steps for groups or individuals.

Achievement and attainment has consistently remained above national expectations for several years (please refer to the website under '**Our School**', '**Results and School Performance**' for further information).

It is important that we gain the child’s perspective on their attainment and achievements to help drive further curriculum development. Therefore, linked to our Year 6 leaver’s vision statements we ask the children when they leave Year 6 about what they feel have been their successes and achievements

Equality Statement

We welcome our duties under the Equality Act 2010. As a Church School community we consider every person to be special and be made in the image of God. We are committed to preparing children for life in a diverse multi-ethnic society – including the learning of languages, the understanding of a variety of cultures and religions and building community cohesion both in our own community and further afield. To value diversity we have policies and procedures that take diverse needs and preferences into account and celebrate our differences and similarities. Further details can be found in our [Equality Policy](#) and [Equality Objectives Plan](#).

Special Education Needs and Disabilities

We are proud of being an inclusive school, open to all children in our community, regardless of level of need. We seek to work collaboratively with parents to provide the very best education for all children in our care. Further details can be found in our [SEN Policy](#) and [SEN Information Report](#).

The Bathwick Curriculum- Our Curriculum Rationale



Our curriculum is based around four key questions which drive all our learning. The key questions are shared as part of the children’s learning and linked to different subjects. These are:

- How can I express myself?
- How can I look after myself and others?
- Where have we come from?
- Where are we going?

Each year group also produces subject specific [knowledge organisers](#) to outline the knowledge and skills that each year group will be teaching each term. These knowledge organisers include core vocabulary and are shared with pupils and families to ensure that everyone is aware of the outcomes for a subject and year group.

Curriculum coverage

Early Years Foundation Stage/EYFS (Reception)

The Reception Class Curriculum has been designed to fully meet the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in 2021 by the DfES. We have designed it to create inclusive and enriching learning experiences based around the four Bathwick Curriculum questions and underpinned by our Christian values. Working closely with subject leaders in the school and using the statutory educational programs of study for EYFS, we have developed with a carefully sequenced progression to build on children's previous skills and knowledge in each area of learning, with language and vocabulary being a key focus at all times. Small steps have been planned to support secure deep learning in all skills being taught with ambitious outcomes. The careful planning means that children are fully equipped with the skills and knowledge to be ready to access the Year 1 curriculum and achieve the Early Learning Goals.

The curriculum is based around 7 areas of learning:

- Communication and Language
- Physical Development
- Personal, Emotional and Social Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We follow the whole school approaches to Music, PE, Computing and RE linked to our school schemes ensuring a clear progression right from the start of Reception up to the end of Year Six. The curriculum progression is planned to be taught through a mixture of adult led group times, adult led enhanced provision and the continuous provision provided through the EYFS classroom environment. Adults play a key part in facilitating and supporting learning through children's play within the classroom as well as leading whole class sessions and group times.

Please refer to the EYFS policy for more details and information.

Key Stage 1

Pupils are taught the following subjects as part of their learning in Key Stage 1: English, Phonics, Handwriting, Reading, Maths, Science, History, Geography, Art and Design, Computing, Music, Design and Technology, Religious Education (RE), PE (Physical Education) and Personal, Social and Health Education (PSHE).

Key Stage 2

Pupils are taught the following subjects as part of their learning in Key Stage 2: English, Handwriting, Reading, Maths, Science, History, Geography, Art and Design, Computing, Music, Design and Technology, Religious Education (RE), PE (Physical Education), French and Personal, Social and Health Education (PSHE).

Curriculum Organisation

- The curriculum is taught through discrete subjects with meaningful and purposeful cross-curricular links where this is relevant and enhances children's learning.
- Each year group follows our [school progression documents](#) to ensure knowledge and skills are covered within their year group. This is reviewed annually to ensure continuity and progression.
- All subjects have knowledge organisers which are prepared by class teachers. These highlight the knowledge which will be taught and linked to a specific subject.
- All subjects have medium term and long-term plans to ensure coverage, these are adapted regularly though weekly/termly plans depending on the need of the class.
- Children with Special Educational Needs and Disabilities, those with English as an Additional Language and those with Pupil Premium are identified and where appropriate, scaffolded and where necessary differentiated learning is planned by class teachers in liaison with the SENDCO and Pupil Premium Lead in school. Similarly, all children who are not meeting the demands of the curriculum are identified and where appropriate learning is scaffolded by class teachers.
- Teachers are encouraged and enabled to use a wide range of teaching methods. As a result, all children have access to quality first teaching, which includes whole class, group work and paired and individual work.
- Teachers are aware of different learning styles and endeavour to use a variety of methods in the day-to-day delivery of the curriculum.
- Curriculum subject leads take a key role in actively monitor the quality of the curriculum and the impact of teaching. Senior leads, including the Headteacher and Curriculum Lead, regularly monitor the quality of both learning and teaching impact and through a lesson study approach and careful planning, support all staff to develop their practise.

Roles and Responsibilities

- Monitoring of the provision of the curriculum is by the Head Teacher and Deputy Head Teacher.
- The Deputy Head Teacher has responsibility for the leadership of the whole curriculum together with specific subject leaders.
- The SENDCO is responsible for the development of provision maps and supporting the teachers to achieve the best possible outcomes for individual pupils, including those with EHCP's, those identified on our SEN register and the lowest 20% of pupils across the school (defined as those not meeting the demands of the curriculum in any subject area).
- Class teachers, in collaboration with subject leaders, ensure that the curriculum is well-planned and delivered and that the relevant knowledge and skills are embedded across their year group. Class teachers regularly review and if necessary, update curriculum planning.
- The Governing Body regularly monitor the success of the curriculum, through link governor visits, written reports, appropriate challenge, and presentations by subject and senior leaders.

Our Curriculum Subject Areas

English

The teaching of English develops pupils' spoken language, reading, writing and vocabulary. English is often woven throughout the curriculum and can be taught in a cross-curricular way, when relevant. We teach our pupils to speak clearly and with confidence, to convey their ideas fluently, and to articulate carefully crafted

questions. Taught vocabulary is developed systematically across the curriculum to ensure pupils' have a rich, diverse vocabulary and a good understanding of the meaning of words.

Spoken Language

Pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used extensively throughout the school, together with a range of planned learning opportunities that encourage pupils to explore language, e.g., role play, drama, group discussion, hot seating, and presentations.

Phonics

Across the school, we use the Read, Write, Inc. scheme to ensure pupils have access to a systematic synthetic phonics approach. All pupils from EYFS, KS1 and across lower KS2 have daily phonics lessons facilitated by class teachers, teaching assistants and additional teaching support staff. Pupils are assessed frequently to ensure they are in line with the schemes outlined expectations. In the summer term, all Year 1 pupils will participate in a phonics screening check assessment, which assesses their phonic knowledge. Our Reading Manager regularly provides professional development opportunities for all staff to ensure the teaching of phonics and early reading skills remains of paramount importance and has the desired impact.

Reading

Across the infant classes, Reception, Year 1 and Year 2, in line with the Read, Write, Inc. scheme followed for phonics, pupils engage in shared daily reading within their phonics groups. Pupils read a variety of fiction and non-fiction texts to develop their blending and segmenting for reading. They are also asked comprehension questions linked to what they have read to gauge their understanding of the text. Each text is carefully linked to each child's phonetic ability through on-going assessments. The Read, Write, Inc. texts are also sent home to families so that pupils can revisit and re-read familiar texts. Alongside the scheme, we also regularly send home another text so that pupils have a range of reading material with which to engage with at home. These texts are used to enrich their literary outlook and promote a love of reading.

In addition to Read, Write, Inc. we use a shared reading approach to reading in class. Texts are selected by class teachers to promote a love of reading, fluency, comprehension and to develop their vocabulary. We use Reading VIPERS to scaffold our delivery of reading. Reading Vipers refers to the comprehension skills that pupils will learn from Reception to Year 6. They are based around 6 key characters in the infant classes. In the junior classes teachers refer to the skill they will be developing.

- **Vocabulary** Victoria
- **Inferring** Ivy
- **Predicting** Peter
- **Explaining** Eddie
- **Retrieving** Ralph
- **Sequencing** Sally

Writing

We teach all children to become confident and competent writers. We provide the children with the necessary skills through discrete spelling, punctuation, and grammar lessons, as well as weaving these elements throughout English lessons linked to topics. The children are given opportunities to write for a range of purposes, genres, and audiences. They regularly revisit, edit, and improve their writing from Year 1 to Year 6 in line with quality first teaching.

Handwriting

All children are introduced to cursive handwriting from partway through Year 1. Following the Read, Write, Inc. guidance we ensure that all children can correctly form legible letters in Reception and at the start of Year 1 and are then discretely taught how to form a cursive script throughout the rest of the school.

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating' and 'response in role' drama techniques used in English lessons aid the development of speaking and listening, reading, and writing skills. Imaginative role play is fundamental to developing the whole child and is used across the school. Our curriculum provides opportunities to perform to wider audiences through assemblies, Education Sunday, performances at the Bath Abbey and Bathwick St. Mary Church, participation in the Bath Carnival, celebrating key festivals and national celebrations as well as a Christmas production in the infants, a Year 3 and 4 production and a Year 6 performance in a local theatre. Every child is given the opportunity to take part as this is seen to be a key part of the curriculum offer.

Maths

Our Mathematics curriculum designed to be is meaningful and purposeful. We recognise that Maths is a very important subject area in life inside and outside the classroom. We seek to give children opportunities to learn through engagement with practical equipment where children can develop and apply their mathematical skills and knowledge. As well as working with practical, concrete resources, teachers also give children the opportunity to work with pictorial representations. Using both practical and pictorial resources allow children to develop a fundamental solid foundation before moving onto more abstract concepts.

Across the school from EYFS to Year 6, teachers use the Maths for Mastery model by the White Rose Maths Hub, which ensures children gain an in depth understanding of Maths by teaching fluency, reasoning and problem solving.

We aim to give children a solid grounding of fluency, involving fundamental number facts and relationships which are the foundation of future work in Mathematics. As a result of having a fluent understanding of concepts, children feel more confident and competent when moving onto more complicated areas of Maths. They are also able to apply their knowledge with increasing ease when reasoning and solving problems.

Confidence and competence are developed using a range of concrete, pictorial and abstract approaches, promoting a deep sustainable understanding of mathematical concepts. Children are encouraged to use subject specific mathematical vocabulary during the teaching and learning process. Mathematical talk is at the heart of how children deepen their understanding of new concepts and is at the heart of the learning sequences within our curriculum. Number Talk and the process of: Answer, Prove it and Explain it, provide a structure for children to explore, reason and deepen their understanding of mathematical concepts through good quality discussions.

Our Mathematical curriculum is not seen as discrete form other curriculum areas and opportunities to embed and promote a range of mathematical concepts across the curriculum are utilised.

Science

Our science lessons are taught as a stand-alone lesson linked to our class topics where appropriate. Pupils across the school are encouraged to work scientifically by asking scientific questions, using scientific vocabulary planning, and carrying out investigations and analysing their results. We aim to develop their scientific skills and build on their core scientific knowledge year on year from EYFS to Year 6. Pupils carry out practical investigations, encouraging their curiosity and making learning exciting. As a school, we have developed a clear progression when planning scientific investigations so that pupils will move through the school and build on prior knowledge; our aim is for pupils to enter Year 5 and 6 being able to plan and execute their own scientific investigations and record these appropriately.

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics as often as possible. We see art as a vehicle for creativity and individual expression and provides opportunities for individual and collaborative work.

A carefully designed progression map across the school ensures that all pupils from EYFS, Year 1 to Year 6 are taught key skills in sketching and drawing, this is then recorded in their art/sketch books to show progression. Our teaching provides an understanding of all the diverse art forms so that children experience painting/colour, 3D designs, and print making. We also have significant links to artists across a range of forms and celebrate their diversity and creativity. Pupils are also given opportunities to reflect on their own artwork as well as that of other pupils and different artists. We follow the National Curriculum for our art and design curriculum however, we do enhance it and add some of our own touch to the guidelines, in line with our class topics.

Where appropriate we encourage our classes to engage in local art and design events as well as visit the local Holburne Museum and Bath (Victoria) Art Gallery to take part in regular workshops.

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve both real and relevant problems and can be linked to topics within year groups. We follow the National Curriculum guidelines, and supplement this with the Design and Technology Association scheme of work.

Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. Cooking forms a key part in the curriculum and our nutrition and cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown, with the aim to instil a love of healthy and nutritional cooking.

Computing

Our computing curriculum is designed so that pupils can use technology positively, safely, and responsibly. The curriculum promotes clear links between staying safe on-line and RSE and PSHE curriculum. The curriculum follows the computational thinking model and is underpinned by the Elim/New Wessex scheme of learning. The national curriculum programmes of study for computing have been woven into each aspect of our curriculum and it is delivered through progressive units on e-Safety, programming, multimedia, data handling and technology in our lives. The e-Safety scheme of work follows the ActiveByte scheme of work and is woven into other areas of the curriculum particularly PSHCE and RSE

Our curriculum provides opportunities for pupils to become:

Digital investigators who can independently develop ideas, making links between different aspects of their learning.

Digital communicators, who use digital literacy skills, to collaborate and share their learning with others.

Digital creators, who combine their creativity with the logic they develop through computational thinking.

Pupils will be aware of the purpose of the skills and knowledge they have gained within computing and apply this within the computing curriculum and across other curriculum areas.

French

Children are taught weekly French lessons across Key Stage 2 by two fluent French speakers that work within the school. We use the scheme 'Language Angels' to ensure knowledge and skills are taught across the junior classes. Our approach is to make learning a new language fun and lessons are practical, involving singing, role play and weekly exposure to early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are like English. Pupils are taught to mimic pronunciation and duplicate new sounds. Repetition and practice are essential in learning a new language, so songs and

games are regularly used. Pupils are also taught to develop the skills of speaking, listening, reading and writing within the subject.

Music

A love and appreciation of music has long been a key part of Bathwick's offer to children. We use Charanga Musical School online programme from Reception as a basis for our weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. The learning within each scheme is based on: Listening and Appraising; Musical Activities-creating and exploring; and Singing and Performing.

In addition to discreet music lessons, we include singing and other musical activities to enrich subjects and other parts of the curriculum. An intermediate and advanced recorder group, choir (currently of around 50 children and taught by a professional singing teacher) and ensemble groups are offered to children. Daily collective worship plays and performances, Harvest Services, Easter and Christmas choir performances also provide an opportunity to practise singing. Pupils also have access to specialist peripatetic music teachers and can learn to play a range of instruments, as well as specialist recorder teaching in Year 3.

Physical Education (PE)

At Bathwick, our curriculum is underpinned by the Get Set4 PE scheme, which has been written in line with the aims of the National Curriculum. Lessons are written to ensure that all children are given a wealth of opportunities to develop their physical skills as well as developing the whole child. Our curriculum design has been carefully mapped out to suit the needs of our children and build on skills across the year groups. Lessons include gymnastics, dance, balls skills, games, athletics, as well as developing fundamental skills in physical education (space, direction, position, running and jumping etc.) Children are also taught a variety of sports including, rugby, hockey, swimming, netball, rounders, tennis, cricket, cross country, and dodgeball to develop their team building skills, balance, agility, and co-ordination. Alongside, Get Set4PE, many classes are also taught by specialist PE teachers across the year.

We believe it is important that every child has the opportunity to play sports competitively. Our school sports teams play against other local schools in tournaments and matches throughout the year.

In addition to curriculum sport, we have an extensive list of sports clubs, which are run after school. Through these clubs' children can further develop their skills or try out entirely new sports like fencing or basketball (dependent on yearly clubs)

Religious Education (RE)

At Bathwick we deliver Religious Education (RE) in line with the Standing Advisory Council on Religious Education (SACRE) locally agreed syllabus: 'Awareness, Mystery and Value'.

We recognise and value the religious and non-religious backgrounds of each of our pupils and work to ensure that RE is accessible to all. Our teaching provides pupils with an understanding of the place of religious faith in society today, both locally and around the world, and promotes the spiritual, moral, social and cultural development of each child. Our aims in RE are for pupils to know about and understand a range of religions and worldviews, so that they can engage sensitively with those who hold beliefs that are similar and different to their own, demonstrating empathy and respect. The RE curriculum encourages pupils to discern how values, beliefs and teachings impact believers' life choices and social engagement, and to recognise the ways in which religious beliefs influence and are expressed through art, literature, and music in the world around them.

In line with the legal frameworks of the National Curriculum, our syllabus reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions. At Bathwick, pupils will have the opportunity to explore the religious beliefs and practices central to Christianity, as well as Judaism, Hinduism and Islam. Children

will be encouraged to reflect upon how their own worldview is shaped, and to explore their own spiritual and moral belief systems. We know how relationships with members of local communities can enrich pupils' experiences in RE and strive to provide opportunities for pupils to engage with and hear from diverse voices from local faith communities. As a Church school proud of its Christian heritage, we enjoy very close links to the two Bathwick parish churches, St John's and St Mary's.

RE lessons provide a space that encourages curiosity, fosters self-worth, and inspires children to engage with the diverse global community to which they belong; challenging stereotype, prejudice, and injustice when they see it. Bathwick pupils will have opportunities in RE lessons to contemplate the answers to some of life's big questions and mysteries and to develop their own ideas, beliefs, and values in response to these. RE is provided for all pupils and is inclusive and broad minded, however parents do have the right to withdraw pupils from RE lessons.

History and Geography (Topic)

Our history and geography are key drivers for some of our topics across all year groups to deliver humanities subject knowledge, skills and understanding.

In history, we aim for our children to be inspired by history and have a clear understanding of how it has shaped the world we live in. In line with the National Curriculum expectations, we have relevant and engaging topics which teach children about major events in the era they have studied, to compare periods in history, and have an awareness of where significant events would be placed on a timeline. We cover British History, World and Ancient History, study chronology, learn about locality through historical enquiry and interpreting history. We have also made best use of our geographical position in a world heritage city to learn about such significant events as the Blitz in Bath, Georgian Bath or discovering the importance of William Herschel in our local area.

In geography, our lessons aim to instil in our pupils a curiosity for our local surroundings and the wider world. The children are taught about location and place knowledge and how to identify human and physical features of a landscape in line with the National Curriculum. Geographical skills include developing their lines of enquiry and investigation and they also carry out regular fieldwork tasks. Our aim is that the children, develop their understanding of direction and location and use geographical maps across the school from Reception to Year 6 building on their prior knowledge in each year group.

PSHE and RSE and Health Education

PSHE or personal, social and health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. Across the school, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges, and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. A range of topics and subjects are covered in PSHE including health and well-being, relationships, and living in the wider world. Lessons focus on growing and changing, living a healthy lifestyle, mental health, friendships, managing feelings, and media literacy and digital resilience, along with many other areas which are identified on our PSHE progression document.

All year groups take part in PSHE lessons and often these can be linked to other subjects or covered in a cross-curricular discussion to develop the children's skills and understanding. Circle times are often used to enable every child to be listened to and heard. Pupils learn about similarities and differences between people and cultures. They participate in a variety in a variety of cultural events such as Diwali, Chinese New Year, and Hannukah. Across the school, children are taught to think about healthy eating and a healthy lifestyle,

and the school is supported by the FLAG group. All pupils are taught a variety of strategies to support anti-bullying and national events are always promoted across the school.

Since September 2020, the statutory Relationships and Health Education curriculum has been taught in Upper Key Stage 2. All children will have the opportunity to learn about different relationships, different families, growing up, puberty and their changing bodies. Sex education forms a non- statutory part of the school's curriculum; however, we feel these are important life lessons to be taught. Parents will be able to request that their child is withdrawn from lessons about sex education, however, we will always aim to take in to account the pupils' age and maturity levels, as well as their cultural and religious backgrounds, the values of our school community, and every pupils learning needs.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. As a school we draw upon a wide range of parental skills and invite parents to share career aspirations and job roles. We also encourage regular school trips, visiting specialists and themed days and weeks.

Each year group will take part in a variety of workshops throughout the academic year, which are often linked to class topics or whole school themes. We invite specialists from a range of institutions and several visitors from the local community to support and enrich topics/themes, including Owls from a local sanctuary and African drumming workshops

We also hold themed weeks/days throughout the year, and these can cover a range of subjects. These range from Eco-week, Maths week, Mental Health Week, International Day and are often specifically focused each year.

Extra-curricular activities

Beyond the classroom, the school offers enriching experiences and extra-curricular activities. Pupils of all ages can take part in activities to pursue their interests and have the chance to develop and explore new ones. Clubs include football, tennis, netball, cricket, science, French and we have a wraparound club which provides additional support for children and families. Enriching extra-curricular activities build children's aspirations, give them a foundation and transferable skills, and help them make new friends across the school whilst having fun.

Wrap Around Care

At Bathwick, we provide an extended day for working parents and carers from 7:30am until 5:30pm. Breakfast care allows children to be dropped off early and they are given a healthy and nourishing breakfast to start the day. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. Children are also provided with a light tea during after school club.

Remote Education

In the event of a full or partial school closure, or in the event of individual/family isolation due to Covid-19, please refer to our schools [remote learning policy](#) and [further information](#).