

Brampton Primary School

Brampton Curriculum Policy



Building Personal Success

Reviewed by: Mrs Paven Kettory and Mrs Marie Hardie

Date: September 2023

Next review date: September 2024

To be read in conjunction with:

- Teaching and Learning Policy
- Home Learning Policy
- All individual subject policies

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

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Article 28 Every child has the right to an education.

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Curriculum Statement

Building Personal Success for all children is our core intention, and at the centre of everything we do. We are driven by the *UN Convention on the Rights of the Child*, specifically articles 3 and 29, and ensure they are always at the forefront of our thinking.

To further achieve our aim, we are in the process of continually reviewing and improving the curriculum. Through building on the strong foundations already embedded, and taking account of developments in pedagogy, technology, and society, we are determining the most effective means to prepare children for life in an ever-changing Britain.

Using the national curriculum to underpin how subjects are sequenced, planned, and assessed, we ensure new knowledge and skills build upon prior learning, leading towards clearly defined outcomes. Through Brampton's bespoke curriculum, we exploit all opportunities to educate our children on how to keep safe, understand their rights and develop strong senses of identity and community.

We ensure the subjects taught at our school meet the needs of all learners, exploring the best schemes of work and practices in other schools, and then adapting them for Brampton. In some key learning areas, we have developed our own sequential and progressive curriculum which reflects our local context and the values of our families.

At the start of our journey, we came together as a staff team in September 2022 and discussed the following questions:

- What do we want for pupils at BPS and how can we achieve this?
- What UNICEF rights do you think apply to this?
- What skills do you think a child should have by the end of Year 6?
- What knowledge do you think a child should have by the end of Year 6?
- What attributes do you think a child should have by the end of Year 6?
- What are the barriers to children achieving this in our school?
- What should our curriculum principles be to ensure we are **Building Personal Success**?
- What do we need to have in place to ensure children overcome barriers and achieve?
- What are the non-negotiables?

Our curriculum needs to be owned by the staff, children, and their families. To this end, we are driven by our moral statement:

At Brampton Primary School, we firmly believe that all children, regardless of their backgrounds, circumstances or starting points, are entitled to a broad and balanced education. This should inspire, enthuse and enable them to thrive now and in the future. We want children to have a wide range of experiences and opportunities, and to be able to make positive choices about the next stages in their lives. Children are at the centre of what we do; it is our intention that all are **Building Personal Success**.

Intent

Our **intent** is to embed an enriched (breadth and depth) curriculum that ensures:

- our children are given opportunities to become inquisitive and passionate about their learning and therefore are ready for their next steps as well as jobs that are not even invented yet;
- children have a strong sense of identity of who they are- they see themselves in texts, stories and the wider curriculum;

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- all pupils especially disadvantaged reach their true potential;
- our children learn how to be 'safe' and understand their rights enabling them to become morally led leaders, global citizens and good human beings;
- The children have high aspirations for themselves and achieve;
- that we give our children the best possible chance through providing an extensive and enriched curriculum, bespoke to our local context;
- that lessons that bring about a change to long term memory, so that they can use their knowledge and skills to make connections and think critically to make healthy choices and problem solve and
- providing a range of enriching experiences that develop their cultural capital.

Intent for our children with Special Educational Needs (SEND)

At Brampton Primary School, as a local authority maintained school we welcome all pupils, no matter what their starting point, and actively celebrate the diversity that exists within our school community and society in general. We are wholeheartedly committed to the **Equalities** agenda and believe that all children have the right to high quality education and that this should begin as early as possible.

In line with the SEN Code of Practice, we believe that our pupils with SEND (Special Educational Needs and Disabilities) have an entitlement to a broad and balanced curriculum and that our role is to work in close partnership with parents, carers and other agencies to offer the best provision that we can to develop independence and good communication and life skills.

For our children with additional needs we use a personalised approach and make reasonable adjustments, which enable them to have access to learning opportunities that nurture and develop these skills in a safe and secure environment.

We work successfully with a range of agencies, such as Speech and Language Therapists, Occupational Health and Educational Psychologists to facilitate children's learning, so that the approach is bespoke to each child's needs.

Like all pupils, SEND pupils deserve a rich diet of all subjects. Through quality continuing professional development (CPD) and additional roles, such as learning support assistants (LSAs) and learning mentors, we support the class teachers to ensure children have the skills to access learning in a wide range of subjects through adapting our approach for individuals as necessary. Subjects, such as the Arts, we believe are a valuable way of engaging and capturing children's interest and can be very successful in engaging SEND pupils.

Equals Curriculum

At Brampton Primary School, we provide an inclusive education where different and diverse pupils learn alongside each other in the same classroom. We ensure that teaching and learning is tailored to meet the individual needs of our pupils either through the school (national) curriculum or a developmental (Equals) curriculum. We ensure that the curriculum is purposeful and meets the learning needs of each pupil. This means that some of our pupils with SEND may require lessons that are differentiated or personalised at their stage of learning not age or year group. The Equals curriculum is a developmental curriculum which impresses on teachers to constantly ask the following questions:

- i. Why am I teaching what I'm teaching?
- ii. What am I trying to achieve?
- iii. Am I making a difference?

Most of the children with SEN at Brampton are educated alongside their peers in their mainstream classrooms. In class provisions, such as speech and language (colourful semantics), occupational

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therapy (fine motor skills and handwriting ideas) and social and emotional resources (Zones of Regulation) are used to support some of our pupils.

Additional specialist interventions are in place for pupils with specific learning difficulties such as dyslexia and general literacy and language difficulties. This is overseen and managed by a specialist teacher.

The needs of pupils who have been identified as having SEN are constantly monitored by class teachers and specialist teachers. A learning support plan (LSP) is generated when a pupil begins to access provisions that are different from, and in addition to, what their peers are accessing. Personalised targets are written under the four broad areas of need; Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and Physical (according to 2015 SEND Code of Practice). Targets are informed by recommendations from professionals and conversations with parents. Some pupils require targets under all four areas of need while others may only require targets under one or two areas.

For some of our pupils who access the Equals curriculum, our specialist PMLD resource provision classroom and ASD classrooms are set up to meet their unique needs. The Equals curriculum scheme of work allows for personalisation while still recognising that broad elements of each curriculum will broadly fit the learning needs of our pupils.

We use positive reinforcement to support behaviour and ensure that our pupils have opportunities to reflect on their behaviour and make positive choices.

Intent for our children in EYFS

Our Early Years team strive to provide an environment where children feel safe, happy, supported and secure. We consider each child's interests, wants and needs so that they are ready to learn and excel. We are committed to providing quality Early Years education that is; creative, challenging, active and broad in scope, in order to develop a thirst and excitement for learning. Children develop a strong sense of self while also learning to play, negotiate and co-operate with others. Children experience a broad and balanced curriculum reinforced by high quality teaching and learning that meets individual needs. We work in partnership with families so that parents and carers are fully involved as their children's first educators. Children are guided on a nurturing journey enabling them to become confident communicators, inquisitive, imaginative and empathetic learners. The fully inclusive and personalised curriculum promotes independence and encourages children to embrace challenge and to persevere.

Brampton Primary School follows the Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirements for learning and development in the Early Years and it is organised into seven Areas of Learning and Development. Through a well organised, stimulating and engaging environment, the children will organise their own play and will demonstrate positive characteristics of effective teaching and learning – playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking). We plan a broad and balanced curriculum that values children's prior learning and cultural backgrounds in order to widening their horizons.

Our carefully planned lessons aim to capture the children's attention and imagination and create a sense of awe and wonder. We listen to children's ideas, assess what they already know about a subject and question what they would like to learn. They build on children's prior learning, skills and knowledge. Communication and Language, Physical Development and Personal, Social and Emotional Development are at the heart of all learning. The timetable is organised effectively to ensure a balance of teacher directed and child initiated activities and learning through play is vital. We use the environment to ensure the children's needs are met through the continuous provision and enhanced

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provision, and by following their interests. Our continuous provision challenges the children to push boundaries, take risks and create their own learning pathways.

Brampton Curriculum Principles

We will ensure that we have:

- a **broad, balanced and diverse curriculum** that recognises individual needs and talents, within, and beyond, the formal curriculum;
- understood that through our curriculum we will allow our children from our local context to have an **equal chance at opportunities** in the future;
- ensured that our children **achieve** outstanding outcomes;
- ensured that our children gain the skills, knowledge and conceptual understanding;
- understood that we need to be **responsive to needs**, through support, challenge and wider opportunities;
- set **ambitious goals** for all pupils;
- ensured we are **enhancing** children's life chances and choices and
- ensured that we have used strategies to enable children to **know and remember more**.

Entitlement

We pledge directly to the children:

- you will learn through all your experiences, ***Building Personal Success***;
- you will have *Quality First Teaching* in each lesson;
- you will have enriched experiences;
- we value and celebrate diversity, promoting cultural capital;
- we foster a sense of identity;
- we provide a safe, stimulating, and inclusive learning environment that supports your personal development and wellbeing and
- that we will empower you to make positive choices and use your voice.

Drivers to uphold the principles

- Staff will put the child first, they are at the heart of everything we do.
- Progression through the curriculum from EYFS (Early Years Foundation Stage) to Year 6. Teachers will know what I have learnt before and what I will be learning next.
- Planning (medium term plans) is informed by research and the latest thinking in education.
- Staff will consider individual needs, starting points and backgrounds and have high expectations of all children.
- Intervention and support is put in place for children who require additional support to be successful.
- Work effectively in partnership with parents and carers.
- Alternative pathways are equally valued, resulting in all children being successful.
- Care and guidance will be provided by all staff, building resilience and perseverance.

Fundamental British Values (FBV) and spiritual, moral, social and cultural (SMSC) development

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The curriculum at Brampton Primary School looks to promote these values and challenge perceptions that are contrary to them. We wish to:

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- include in suitable parts of the curriculum, as appropriate for the age of children, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- ensure that all children within the school have a voice that is listened to;
- to provide children with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help children understand a range of cultures, and
- consider the role of extra-curricular activity in promoting fundamental British values.

IMPLEMENTATION

The curriculum has been organised into six broad themes that the whole school follow for a half term. Each year group has a ‘big question’ related to the theme that they explore across the half term.

BPS Themes and Big Questions 2023-2024

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|--|--|
| Autumn 1 <i>Wonders of the World</i> | <i>Why are we wonderful?</i> | <i>What makes us wonderfully unique?</i> | <i>Why can't a meerkat live in the North Pole?</i> | <i>What makes London wonderful?</i> | <i>Has our wonderful world always looked like this?</i> | <i>Why is water wonderful?</i> | <i>How can we rediscover the wonders of the ancient world?</i> | <i>Where are the wonders of the world?</i> |
| Autumn 2 <i>Special People and Special Places</i> | <i>Who is important in our community?</i> | <i>Who can help us?</i> | <i>How has London changed in the past 150 years?</i> | <i>Who has helped to make the world a better place to live?</i> | <i>Who first lived in Britain?</i> | <i>Who were the Anglo-Saxons and the Scots?</i> | <i>Who were the Ancient Egyptians?</i> | <i>How did World War II affect East London and its children?</i> |
| Spring 1 <i>Imagination and Make Believe</i> | <i>Where can our imagination take us?</i> | <i>What is magic?</i> | <i>Where in the UK would Shrek most like to live?</i> | <i>Can you imagine what it would be like to live somewhere in Asia?</i> | <i>How can I have a healthy body and mind?</i> | <i>What did the people of the Mayan civilisation believe?</i> | <i>Did Victoria ever imagine she would be queen at 18?</i> | <i>How do you invent an idea?</i> |
| Spring 2 <i>Mother Nature</i> | <i>Why do things change?</i> | <i>What do plants, animals and humans need to grow?</i> | <i>How can we help to look after our environment?</i> | <i>How can Mother Nature help us to stay healthy?</i> | <i>Where in the world does our food come from?</i> | <i>Why did the Vikings want to come to Britain?</i> | <i>Why are our forests important to us all?</i> | <i>What happens when there is an earthquake?</i> |
| Summer 1 <i>Travelling and Explorers</i> | <i>How can we get to where we want to go?</i> | <i>Where can we go?</i> | <i>Why are explorers very brave people?</i> | <i>Do you like to be beside the seaside?</i> | <i>What was it like to live in Ancient Rome?</i> | <i>How did Tudor exploration change the world?</i> | <i>Where is Greece and why is it such a popular destination?</i> | <i>Why was the Empire Windrush important?</i> |
| Summer 2 <i>Follow the Rules</i> | <i>Who are the rulers?</i> | <i>Who helps us follow the rules?</i> | <i>Why do games have rules?</i> | <i>What rules do you have to follow to stay safe in the park?</i> | <i>What was it like when the Romans ruled Britain?</i> | <i>Who has been England's best ruler?</i> | <i>Why were the rules different between Athens and Sparta?</i> | <i>Will you remember the rules?</i> |

These themes are the driver for history and geography each term, and links are made to other subjects, when relevant. For example, in Year 2, in Religious Education, the children learn about creation stories as part of *Wonders of the World*.

Curriculum Overviews

The curriculum overviews explore the learning from the national curriculum objectives, looking at the key vocabulary, suggested activities and the expected outcomes, as well as exploring links to Fundamental British Values (FBV) and spiritual, moral, social and cultural (SMSC) development opportunities. The questions are then explored through a range of activities and learning based around national curriculum objectives. The curriculum overviews listing the objectives and the

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outcomes for the half term can be found in the Staff Resources file on the shared drive in the Curriculum folder, 2023-2024. The main subjects covered as part of the 'big question' are: history, geography, art and design, design technology and personal, social, health education (PSHE) although other areas such as religious education (RE) and music can also be linked.

Curriculum Maps

The curriculum maps for the core and foundation subjects are saved in the Staff Resources file on the shared drive.

Inspiration Days

At the very start of each half term, the teachers plan an **Inspirational Day** to engage the children and create a feeling of 'awe and wonder' about the learning for the half term. As a part of the introduction to the theme, the children must also take part in a class 'Philosophy for Children' session. The inspiration days must be rigorous in their expectations of the class and the learning that they complete. Work for display and for the curriculum books must be completed. The inspiration day plans are saved in BPS Curriculum folder, 2022-2023, Inspiration Days.

Educational Visits/Visitors

Each half term, a relevant and interesting **educational visit or visitor** should be planned for. Year group leaders are responsible for organising these visits and ensuring that the risk assessment paperwork is completed at least two weeks in advance of the visit (either personally or through delegation). It is the responsibility of the subject leaders to suggest possible visits or visitors relating to each of the big questions that features their subject. The curriculum leader must ensure that over their time in school, the children participate in a range of different experiences.

Displays

Curriculum subject working walls should be created inside the classroom and changed each half term. The subject name should be displayed to ensure that the children can link their learning to specific subjects (for example, in history, we are learning to be historians, in science, we are learning to be scientists etc.). The displays should include learning resources relevant to the subject, for example, maps and timelines and key vocabulary etc. Children's work should be added to the display after the inspiration day.

Finale

At the end of the half term, the class will take part in a finale or celebration of their work. This could take the form of an end of term assembly; inviting the parents in to see a class exhibition or another way of marking the end of the half term's learning.

National Curriculum Objectives

Throughout the half term, it is important to ensure that objectives relevant to the national curriculum are taught. In the foundation subjects, links to other areas of the curriculum such as English are possible, (for example, asking the children to write a diary from the point of view of an historical character such as Samuel Pepys) when the children are already confident in using this type of text. The task will provide evidence of learning that will allow the teacher to assess the children in that area of learning (e.g. understanding the chronology of events during the Great Fire of London). Teachers should also look for opportunities to incorporate the learning from the foundation subjects into their core lessons, for example as the focus of a handwriting lesson or a comprehension and by using relevant texts in their English and Guided Reading lessons wherever possible (e.g. a non-fiction text about rivers).

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Planning

The curriculum leader will ensure that all year groups have a plan for their inspiration day and an overview of the objectives to be met in each subject will be provided by the curriculum leader in the curriculum overview. The English leads and the curriculum leader will ensure that books relevant to the foundation subjects will be used in English lessons whenever possible.

Teachers will be expected to use the curriculum overview at the start of each half term to map out the learning for that half term and complete lesson plans for each lesson using the learning challenges and planning format provided.

Enrichment

Our rich curriculum offer is designed to enhance pupils’ personal development and provide opportunities for talents and abilities to be identified and developed. These opportunities occur not only in day-to-day teaching but through the exceptional range of high quality artistic, sporting, and musical activities, often led by specialists. We encourage our children to perform publicly through presenting to parents or our choir singing at local venues. We broaden their experiences where ever possible, performing at Young Voices each year, and providing a wide range of school trips and enabling all pupils to take part in. We also provide a wide range of after school clubs and encourage pupils to take leadership roles in these clubs where possible.

| Enrichment | Impact |
|---|--|
| Adventures/Residential experiences | Building character and cultural capital through wider experiences. Building independency, working together, resilience and perseverance. |
| After School Care and Breakfast Club | Engaging and stimulating BC and ASC, ensuring that working parents have reliable wrap-around-care and children’s needs are looked after. |
| Art and Design – special events, educational visits and visiting artists | The school has adopted the Kapow scheme of work, and is looking to build in regular visits to galleries and visits from artists as part of the learning. |
| Assemblies | Weekly messages about RRS, social and emotional aspects of learning, PSHE messages and class council. Also includes time to celebrate achievements and be exposed to a new piece of music, art, quote and think. |
| Charity events <ul style="list-style-type: none"> • Jeans for Genes • Harvest collection for local foodbank • Children in Need • Comic Relief • Save the Children • Carol Singing • Fundraising for educational visits | To build global citizens and for children to understand the purpose of charity events – linked to learning about RRS. |

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| Clubs before and after school (various). | Over 16 clubs that are free for our children to access ranging from cooking, science to sports. Allowing children to explore their talents and providing them a variety of experiences. |
| Competitions: Big Walk and Wheel; Design a WoW badge; London Mayor's Christmas Card design and Newham's Places of Worship art competition. | Children are inspired to take part in competitions and strive to do their best. |
| Educational Visits – including theatres, museums, places of worship, fieldtrips and inviting visitors/speakers into the school. | Building character and cultural capital through wider experiences. Each child should have at least one visit/visitor per half term. |
| Horse riding for children in the PMLD Resource Provision. | Providing stimulating activities for all. |
| Inspiration Days | Children to immerse themselves into a new book or subject area. The inspiration day acts as a hooks to motivate them to want to find out more. |
| Into University | Raising children's ambitions and aspirations (upper KS2). |
| Leadership opportunities | School Council, RRS champions, play leaders, peer mediators and class monitors – giving the children opportunities to lead. |
| Learning Mentors | A strong Pastoral Team consisting of two Learning Mentors providing support for our most vulnerable children. |
| Links with international schools | Visits to Belgium, Barcelona and Isle of Wight Building independency, resilience and perseverance. |
| Local community – places of worship and local faith leaders' visits | Understanding different faiths and building a stronger, more tolerant community. |
| Music events and performing | Providing children with the opportunity to take part in performances (Young Voices, class assemblies and musical performances) and having the opportunity to watch professional musicians and artists preform, e.g. ENO and the philharmonic orchestra. |
| My Activity Passport – activity checklist for children under 11 | Children grow in confidence, expand their understanding of the world around them and are introduced to hobbies that could last for years to come. |
| PSHE | On the timetable to demonstrate its status, as well as woven into other areas of the curriculum. |
| Religious and Cultural Events | Celebrating diversity – for example, Diwali dance workshops, drumming workshops etc. |
| Science Week | To enable for them to aspire to be scientists and understand that these options are open to them. |

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| Specialist teachers | Providing specialists' skilled teaching in order to be able to participate competitively in sports, music and to be able to speak Spanish. |
| Swimming | Children to be able to swim at least 25m by the end of Y6. |
| Theatre Visit | Each child should watch at least one performance during their time at Brampton Primary School. |
| Toddler Groups | Building strong relationships with our parent and carer community. |
| Unicef Rights Respecting School – aiming for Silver Award. | Children understand their own and other children basic 'rights' and work to ensure they are respected. |
| Workshops for parents (ESOL and IT support for parents). | Building strong relationships with our parent and carer community, giving them more opportunities to engage with the community. |
| World Book Day | Children understand that reading is major priority for all of us |

Extended Clubs Curriculum

From breakfast clubs to sports activities, before- and after-school provision benefits children and their families hugely. These clubs and activities help children engage with learning and feel fulfilled at school, and they help parents financially by allowing them to work or take up more hours. Wrap around care is an important elements of Brampton primary school. A total of 276 places are on offer from 15 after school clubs at the beginning of the autumn term 2022.

Breakfast Club

Breakfast club runs from 7.30am until 8.45am and is run by 4 members of staff. There are, on average, 35 children attending Breakfast Club each morning and this number is steadily increasing. There are over 150 children registered to attend. Children receive a healthy breakfast consisting of fresh fruit, healthy cereals, wholemeal toast, scrambled eggs, baked beans, water or milk. After the children have eaten their breakfast they have the opportunity to play games, take part in creative activities and read.

After School Care (ASC)

There are 4 members of staff on duty each evening. An important element of ASC is that each child receives a healthy filling meal as some parents who work long hours may not have the time to prepare a meal for their child/children after they have picked them up from ASC. The children have a menu of activities to choose from. The children are able to learn about these through games, creative activities and reading.

The curriculum in ASC is based around the seasons and special events/celebrations in the calendar. We were reassessed for the Leading Parent Partnership Award (LPPA) award in January 2022 and was successful in achieving this. The award runs until 2025.

Evidence Led CPD

We provide high quality professional development opportunities at whole school, subject, team and individual level to ensure individual needs are met and teachers are equipped to deliver our ambitious curriculum goals. Increasingly, we ensure that CPD is based on evidence on what is shown to have

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good impact on teaching and learning and we use a mixture of external providers and school expertise to develop practice. All member of staff have received training on how to meet the needs of more able and SEND pupils.

Our carefully led appraisal system also provides a good process for recognising the achievements and areas for development for all our staff. We are able to form qualitative judgements about individuals, teams and as a whole school. We use those judgements to improve practice and raise standards of achievement of all pupils. Through appraisal we identify and provide appropriate personalised training and staff development in order to ensure a high level of expertise.

Assessment and Evaluation

Feedback to children should be immediate (where possible) and work should be marked based on the learning objective. The learning objective should be based on the subject being taught. Teachers should build time into their lessons to ensure that the children have the opportunity to respond to feedback – demonstrating progress in their books. High expectations for writing should carry through writing lessons in other subjects.

Children should also have the opportunity to assess their own work and the work of others. They should also be given opportunity to evaluate their work and the lessons.

At the end of each half term, the teacher should assess each pupil's learning and assess whether they are working towards age-related expectations, working at age-related expectations, or working at greater depth for that year group. These assessments should be recorded on the assessment sheets for each subject.

Pre and Post Learning Challenges

At the beginning of each half term, each pupil must complete their pre-learning challenge. At the end of the half term, they should complete their post learning challenge. See the pre and post learning challenge policy on the shared drive for details and for the pre and post challenge sheets for each year group.

Home Learning

See the separate homework policy for English and maths home learning expectations. In the foundation subjects, a project will be set (usually related to art and design or design and technology) to complete either before the half term begins (during the half term holiday – for example researching the games that grandparents used to play as children) or throughout the half term (for example, create an iron-age dwelling or create a model of the park).

Monitoring and review

The planning overview for each half term is available on the staff share drive for each year group. Individual lesson plans and the resources used should be saved on the staff share drive, in the year group resources, throughout the half term. At the end of the subject, the assessments should be recorded on Microsoft Teams.

Lesson plans should be available to be seen by subject leaders and the curriculum leader on the staff share drive and examples of work must be evidenced in the children's books and on the classroom displays.

Teachers will be asked to comment on any changes that they think should be made to the planning to the subject leaders for the following year.

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

If there are any queries or questions about the curriculum at Brampton Primary, or if teachers would like support in planning and teaching for a particular half term's subjects, then they should speak to the subject leaders.

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