

1 Background

“Education is our shared endeavour to shape the future for our society. Together we pass on our knowledge, skills and values to the generations ahead – so that they can forge new paths and seize new opportunities. At the centre sits our curriculum, the common entitlement of every child.”

DfE (2025) Government Response to the Curriculum and Assessment Review

2 Principles

Our curriculum provision here at BHTA Juniors is engaging, enriched and varied, making links to real life where appropriate, providing the strong foundations for future learning as our children move through the academy year-on-year. Our girls are encouraged to share their interests, link their learning to solve problems, raise questions and follow lines of inquiry. They are required to think deeply and independently. Foundation subjects lead to final inquiry questions being answered, showcasing children’s knowledge and understanding of a topic. Core subject skills - in phonics, arithmetic, spelling, handwriting and grammar - are practised regularly in specific sessions across the week. Presentational and communication standards, including public speaking, are practised regularly and opportunities given through lessons, projects, themed weeks (such as Shakespeare week), clubs, competitions (such as poetry competitions) and assemblies.

Our core values of respect, forgiveness and kindness are explored in Monday and Friday assemblies and collectively as a class throughout the week. Our vision statement of grow, flourish, think together with our three core values are embedded in all that we do at BHTA Junior School, promoting the qualities of being a good learner, a good friend and a good global and online citizen. These values are further supported and developed by class teachers either through a period of collective reflection, PSHE or RE lesson.

We want our girls to grow in confidence; **grow** in self-motivation and grow friendships that will last forever. We want our girls to flourish socially and academically, aiming high and never giving up. We want our girls to **think** independently, making good decisions; think about ‘the consequences’ and think about others before themselves. We want our girls to be respectful of all, forgiving of themselves and others and kind in their thoughts and actions.



We have an incredible and dedicated staff team who work together to ensure our girls' curriculum provision goes 'above and beyond'. We have specialist teachers in Music, PE and Languages and our girls benefit from close links with the older girls in our school and from the specialist facilities on our very own doorstep including the library, theatre space, sports hall and facilities, DT and science labs and computer suite.

Our exceptionally dedicated staff team collaborates to ensure our girls' curriculum provision consistently goes 'above and beyond'. With specialist teachers in Music, PE, and Languages, our pupils benefit from a rich learning environment. This is further enhanced by close links with the senior school and access to specialist on-site facilities, including our library, theatre and sports facilities.

3 Aims

Curriculum Organisation

BHSA Juniors ensures coverage of the national curriculum through careful planning and a programme of monitoring by the leadership team and subject leads, supported by the governing body. The curriculum is broad and balanced, engaging, thought-provoking and has high expectations for all.

- Long term planning (as indicated on our roadmaps) identify overarching core subject objectives
- Medium term plans are agreed for year groups and are recorded on the central staff Drive with Knowledge Organisers for most subjects
- Short term plans are created by teachers daily and/or weekly, based on the individual needs and interests of the girls in their classes; no formal record of this is monitored by school leaders but *Quality First Teaching* utilising effective adaptive teaching strategies is monitored regularly and evidence of progress is reviewed in class books. Progress meetings plot current attainment of all learners and quantify progress from previous phases; teachers are accountable for tailoring provision effectively and identifying educational difficulties/barriers early. Stakeholder voice is also key in assessing provision and progress.
- Whole Academy Curriculum Roadmaps plot entire subject content from EYFS to 6th Form.

4 Practice

Curriculum Specifics

- Our mathematics core teaching sequence follows the National Centre of Excellence for Mathematics' (NCETM) and White Rose key objectives supported by a plethora of teaching and assessment resources including the NCETM Professional Spine documents. Maths lessons focus on rich mathematical tasks that deepen understanding of concepts.
- Music is taught throughout all Key Stages including EYFS. Music is introduced in Nursery and Junior School uses specialist music teachers to teach throughout the primary phases. Many girls have individual singing lessons and/or instrumental lessons from Key Stage One upwards.
- Our Phonics programme is 'Essential Letters and Sounds' and begins in Foundation 1; supported by other resources.
- Religious Education follows a 'religion and worldviews approach' - pupils are challenged to answer enquiry questions at the end of each unit which encourages them to consider 'where they stand' in terms of their own viewpoints about religion, world views and 'the big questions.'
- In KS2, French is taught by a specialist language teacher

- Physical Education is seen as a key part of physical and social development and is led and delivered by a sports specialist from Senior School; our Key Stage 2 girls compete with a variety of northwest Independent day school teams in netball, hockey, athletics and swimming. Our Key Stage 2 girls swim in our on-site pool every other week
- PSHE and British Values are not only taught explicitly in assemblies and reflective EDI sessions but underpin the learning culture of our school; respect, forgiveness and kindness are explored explicitly as our core values and there is a learning requirement to promote respect, tolerance and an awareness of the world around them including ecological problems and solutions; global diversity and an understanding of our local communities.

Enrichments

BHSA Junior school offers a good variety of enrichment activities for the girls to choose from. Some activities are led by specialist teachers such as ukulele club and Street Dance, and some clubs are led by our teaching staff: science club, coding club, puzzle club, Healthy Eating club etc. Our competitive sports clubs include: netball, football, hockey and trampolining.

Learning Culture and Values

Our learning culture is promoted through the academy's high expectations; our wide and varied enrichment programme and our values in order to produce well-rounded, forward thinking and independent global citizens.

Inclusion

At BHSA Junior school, Senior school and Sixth Form, the pastoral care of every learner is exceptional. Educational provision is tailored, early identification of a pupil's need is intrinsic and a whole academy 'Inclusion Team' ensure a holistic, family-centred approach promoting exceptional transition and parent communications.

The Academy SENDCO sits on the Junior Leadership Team and line manages all Teaching Assistants; she works closely with the Head of Junior School to monitor progress and identify girls who need more than *Quality First Teaching*.

Subject Leaders

BHSA Junior Subject Leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to impact effectively on *Quality First Teaching* and effective and accelerated learning. Pupil book studies are used as a point of reference to allow children to share their learning with subject leaders to monitor the impact of their understanding and progress.

Chris Quigley's subject summaries support our Subject Leads:

A writer

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

A reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

A communicator

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

A musician

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

A mathematician

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

A scientist

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

An effective coder and user of technology

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

An artist

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

A designer

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

A geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

An historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

A physically active pupil

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

A linguist

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Revised: February 2026

Date of next review: February 2027