



THE CURRICULUM AT BLUEBELL

School vision: Being kind to ourselves, each other and our world.

Pupils live the vision through their curriculum. Everything we teach aims to ensure that our pupils possess the body of knowledge and the set of skills to live the vision as they grow up.

Children will engage with the curriculum through teacher-led enquiry learning, with the message of kindness and knowledge at its core.



KNOWLEDGE & TEXT-FOCUSED

Reading is a priority.

High quality texts are chosen to enrich every topic.

Children read widely.

Teachers select topics carefully and always choose these deliberately to achieve end goals in the curriculum.

Resources used are high quality and informed by subject-specialists.



BALANCED

Subjects other than English and maths are also highly valued to develop the whole child.

Domain-specific skills are practised eg drawing in art and we do lots of PE.

We celebrate our cultural diversity and promote global dimensions.



ENRICHMENT

We offer a wide variety of clubs.

Many events are organised to celebrate achievements. Out-of-school visits are held and visitors are brought into school to enrich the learning.

Teachers build memories in children through their careful choices of enrichment activity.

Outdoor learning enhances the curriculum



EXPLICIT & DIRECT INSTRUCTION

We are working towards an enquiry-based learning approach.

Lessons are led by the teacher, focussing on learning rather than an activity.

Teachers model expertly.

Pupils are guided towards fluency.

Skills are taught and deliberately (over) practised.



RETRIEVAL PRACTICE

Knowledge Organisers support retrieval.

Low stakes quizzing for long term memory.

Teachers carefully select critical learning.

Regular, systematic opportunities are given to practise remembering.

Children complete an end-of-unit piece of work to surmise all their learning.



PROGRESS

Topics and units of work are carefully sequenced so that prior knowledge and concepts are built on from previous year groups and topics.

Teachers ensure practice tasks are planned in regularly and show progress over time.

Pupils speak knowledgeably about what they have learnt.

End of topic writing tasks show progress through the curriculum.



SUPPORT

Pupils are given extra help and support if they fall behind to help them catch up.

Nurture provision provides bespoke support an increased access to learning.

Our pastoral support facilitates better partnerships with parents so that pupils can access the curriculum.



READING AT BLUEBELL

Reading is at the heart of the curriculum.

We believe that the best way to ensure that pupils do well academically is to ensure that they become life-long engaged readers.

We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and develop their love of literature through widespread reading for enjoyment.



PHONICS

Systematic synthetic phonics (RWInc) taught from Nursery.

Dedicated daily teaching sessions until pupils are fluent.

Engaging and decodable reading books are given to every child.

Information sessions are held for parents.



CURRICULUM

High quality texts are chosen to complement every topic or unit of work, which progress year on year.

Comprehension skills are developed through high-quality collaborative discussion and by reading a wide range of literature and non-fiction texts.

Successful comprehension skill is based on both a child's linguistic knowledge and their knowledge of the wider world.



PROGRESS

Regular phonic and reading assessments.

Guided reading sessions.

KS2 Destination Reader programme utilises regular assessment

Well-resourced and newly developed school library plus individual class libraries.



INTERVENTION

1-1 and small group provision.

Aim to keep up not catch up.

Trained staff lead sessions.

Parental engagement in supporting at home.



Love of Reading

WRITING AT BLUEBELL

Our enquiry-based learning approach is heavily tied to the English curriculum and particularly writing. Children are given opportunities to write for a purpose on topics that they are passionate about.

Inspired by great texts and a wide variety of authors, children will not only develop competency in communicating but flair and the ability to inspire others with their writing.



EARLY WRITING

Focus on pencil grip and letter formation.

Focus on spoken language.

Focus on modelling language.

Planned opportunities for writing in continuous provision.



CONTENT & SEQUENCING

Progressive curriculum in grammar and punctuation and spelling.

Handwriting – We use the Letterjoin programme to ensure consistency.

Linked to core texts in English and topic.

End of unit writing pieces.

Agreed programme year by year.

Taught to write for different audiences and a wide range of purposes.



EXPLICIT & DIRECT INSTRUCTION

Teachers use expert modelling.

Guided writing: I, We, You structure

Build-a-sentence and Hold-a-sentence.

Talk4 Writing- approach so pupils learn texts

Sentence structuring and systematic development



VOCABULARY

Children learn collaboratively..

Frayer models.

Identified in Knowledge Organiser for topics.

Focus on vocabulary before writing.

Focus on ambitious vocabulary use.



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous years and topics.

The curriculum is the progression model.

Use of No More Marking annually for each year group.

3 annual Teacher Assessments.



SUPPORT

Every pupil has access to the National Curriculum Programme of Study.

Regular assessments in spelling & handwriting & grammar and punctuation.

1-1 and small group intervention.

Keep up rather than catch up.



MATHS AT BLUEBELL

We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives. We want all children to enjoy mathematics and to experience success in the subject, and have the ability to reason mathematically. We aim to develop children's curiosity, as well as an appreciation of the beauty and power of mathematics.



FLUENCY

Manipulatives and visual images are used to develop mathematical language.

Mastery in maths approach.

Regular mental recall activities.

Times Tables Rockstars in KS2.

Fluency in both mental and written methods to solve calculations.



CONTENT

White Rose maths adapted to suit pupil needs.

Collaborative learning in all lessons.

Responsive teaching to pupil needs.

NCETM resources.

Explanations expected, using mathematical vocabulary.



DEPTH

Pupils accrue knowledge to achieve greater depth understanding of maths concepts.

Use of questioning to extend thinking.

Provide opportunities to unpick misconceptions and be able to explain why something is incorrect.

Challenge is built into every lesson.



EXPLICIT & DIRECT INSTRUCTION

Clear explanations.

Planned opportunities to unpick misconceptions.

Small steps sequenced learning.

I, We, You approach.

Stem sentences used to model and embed language.

Modelling using concrete apparatus and visual imagery.



RETRIEVAL PRACTICE

Key vocabulary and concepts revisited systematically through Daily Practice.

Learning Walls.

Times Table Rock Stars

Collaborate within maths lessons using talk partners.

X tables 1-12 and Number Bonds 1-100.



PROGRESS

Clear success criteria.

The curriculum is the progression model.

Self- marking and correcting errors.

Termly assessments.



SUPPORT

Every pupil has access to the National Curriculum Programme of Study

Regular standardised assessments.

1-1 and small group intervention.

Same Day Interventions whenever possible.

Keep up rather than catch up.



HISTORY AT BLUEBELL



BIG IDEAS

- Historical enquiry-based learning.
- Historical Enquiry
- Chronology and Change
- Cause and Consequence.
- Evidence and Source Analysis.
- Storytelling.
- Outline and depth.



CONTENT & SEQUENCING

EYFS	Year 1	Year 2	Year 3
All about me	Castles; Around the World	Nurses; The Great Fire of London	Stone Age; Roman Empire
Year 4	Year 5	Year 6	
Anglo Saxons; Ancient Egypt	Vikings; Early Islamic Civilisation; and, Kett's Rebellion	Ancient Greece; Crime and Punishment; and, Migration	



STRONG LINKS WITH ENGLISH

- Lessons are led by teachers, with learning-focussed activity.
- High quality texts are used linked to the enquiry curriculum.
- Explicit connections are made whenever possible to English literature.
- Cross-curricular writing focus regularly.



RETRIEVAL PRACTICE

- Knowledge Organisers support retrieval.
- Low stakes quizzes for long term memory.
- Retrieval activities systematically included in teaching sequences.
- Cross year group links made explicitly to refer to prior learning.



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.
- Our curriculum is the progression model.
- Develop enquiry, analysis & critical skills (no proven 'right answer'.
- End of unit written tasks.
- Responses to key questions in books.



SUPPORT

- Everyone has access to the NC Programmes of Study.
- Structured questions and sentence stems used to support.
- Pre-teaching where necessary.



GEOGRAPHY AT BLUEBELL



BIG IDEAS

Our geography curriculum aims to create excitement, compassion, and deep thinking about the world we live in.

We want to inspire pupils to become global citizens by first exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.

Our Places and Spaces: Place is a specific part of the Earth's surface. Space refers to the three-dimensional surface of the Earth.

Our World (living and non living): weather, climate, soils, effects of environment on people and places

Thinking Geographically: Using and applying geographical skills to investigate, analyse and interpret data.



CONTENT & SEQUENCING

EYFS	Year 1	Year 2	Year 3
Transport and the Seaside	The UK, Norwich and Norfolk	Kenya and Norwich	Hawaii, Volcanoes and Norwich Market
Year 4	Year 5	Year 6	
Australia and the Norfolk Broads	Brazil and Norwich	Italy and Norwich	



LINKS WITH ENGLISH & MATHS

Lessons are led by teachers, with learning-focussed activity.

High quality texts are used.

Directional language.

Time.

Statistics.



RETRIEVAL PRACTICE

Knowledge Organisers support retrieval.

Low stakes quizzes for long term memory

Retrieval activities systematically included in teaching sequences.

Cross year group links made explicitly to refer to prior learning.

INorwich topic revisited each year



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting: people, places, processes and environments.

End of unit written tasks.

Responses to key questions in books.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.

Pre-teaching where necessary.



SCIENCE AT BLUEBELL



BIG IDEAS

PHYSICS: The universe follows unbreakable rules that are all about forces, matter and energy.

CHEMISTRY: All matter in the universe is made up of tiny building blocks.

BIOLOGY: Living things are special collections of matter that make copies of themselves, use energy and grow.

Working scientifically- asking questions; observing closely; sorting; recording

Our pupil scientists will become empowered and strive for change in an uncertain world with an unpredictable future.

Our science curriculum places a high value on secure and detailed knowledge, so that practical experiences are enhanced and used as a tool to revisit and reinforce understanding. We hope that this knowledge and these experiences will inspire all pupils to be scientifically literate as they grow up, questioning the world around them and making links between different areas of learning.



CONTENT & SEQUENCING

EYFS	Year 1	Year 2	Year 3
Night and Day; Minibeasts	Seasons and festival; Growing	Growth and survival; Living things	Volcanoes; Fighting Fit
Year 4		Year 5	Year 6
Materials and Sound; Electricity		Space; Changes	Living things; Electricity



LINKS WITH ENGLISH & MATHS

Lessons are led by teachers, with learning-focussed activity.

High quality texts are used.

Reports and recount writing.

Measurement.

Statistics.



RETRIEVAL PRACTICE

Knowledge Organisers support retrieval.

Low stakes quizzes for long term memory.

Retrieval activities systematically included in teaching sequences.

Cross year group links made explicitly to refer to prior learning.

Important scientific concepts and vocabulary e.g energy, wave, evaporation



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.

End of unit written tasks.

Responses to key questions in books.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.

Pre-teaching where necessary.



COMPUTING AT BLUEBELL

The curriculum for computing aims to ensure that all pupils:

- are responsible, competent, confident and creative users of information and communication technology
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- can use and apply knowledge from across the curriculum.



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied



BIG IDEAS

- Computer Science
 - Algorithms, Programming and Computational Thinking
 - Computer systems and Networks
- Information Technology
 - Access
 - Data and Information
 - Digital Artefacts
- Digital Literacy
 - Internet Safety
 - Impact and Mechanics



ENRICHMENT

We hold a coding club during Monday lunchtimes.

Links with local industry and business.

Capitalising on expertise that already exists within the children.



CONTENT & SEQUENCING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Using tech	Using tech	Using tech	Using tech	Using tech	Using tech
1	Internet Safety	Access	Coding	Text processing	Blogging/Vlogging	Coding
2	Digital images	Blogging	Coding	Research	Spreadsheets	Coding
3	Databases	Coding	Blogging	Coding	Film	Databases
4	Blogging	Web Publisher	Coding	Presentation	Research	Digital images
5	3D editing	Coding	Text Processing	Blogging	Coding	Databases
6	Coding	Spreadsheets	Presentation	Web development	Film	Coding



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.

Evidence of cumulative projects collected.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.



MUSIC AT BLUEBELL

Pupils will develop deep musical knowledge and have rich musical experiences during their time with us.

Pupils will have knowledge of a range of different musical genres, composers and music from different traditions and how music has developed throughout history. They will be able to talk about different elements that identifies a piece of music to a genre.

Pupils will be able to listen to music with attention to detail and recall sounds with increasing aural memory. They will talk about how the music sounds and how it makes them feel.



BIG IDEAS

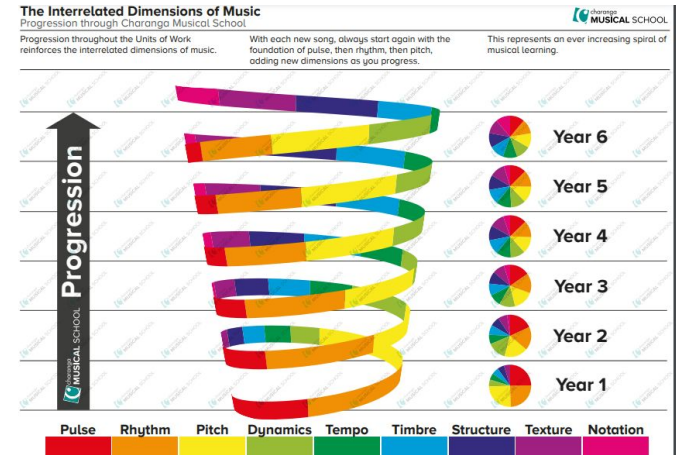
Listening and Appraising

Musical Activities

Performance

We follow the Charanga music scheme (shown here), which spirals through the content building on prior learning and moving children on at a steady rate..

CONTENT & SEQUENCING



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied.



ENRICHMENT

Learning an instrument.

Access to clubs. E.g. Rocksteady.

Performances to different audiences.

Norfolk Music Hub and Charanga.



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Evidence of responses to music opportunities.

Photographic and video evidence as seen on class Dojo.



SUPPORT

Everyone has access to the NC Programmes of Study

Structured questions and sentence stems used to support



ART & DESIGN AT BLUEBELL

Art is a form of expression where a child's individuality is nurtured and trained.

At our school we encourage the children to translate what they see around them and capture their interpretations using different media.

Children will learn about great artists, architects and designers and develop their critical analysis of their works so that their personal aesthetic understanding improves.



BIG IDEAS

Exploring and Developing.

Using Materials.

Evaluating.

Control and Expertise.



CONTENT & SEQUENCING

Knowledge of art skills and processes builds from EYFS through to Year 6 always with a focus on: 'What would a real artist do?'

Children learn about artists from a wide variety of background celebrating other cultures as well as highlighting local artists.

Individual units are sequenced to study and artist and technique which develops in complexity over time, building on prior learning.



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied

Curriculum plans are linked to show where opportunities exist for pupils to develop their art and design skills in context



ENRICHMENT

Art Club.

Competitions.



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.

Sketchbooks.

Artist assessment to check retention of artists/art movements.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.



DESIGN TECHNOLOGY AT BLUEBELL



BIG IDEAS

Children at Bluebell will develop the creative, technical and practical expertise needed to perform everyday tasks, confidently.

They will know how to design make and evaluate what they have done.

They will also understand how to do this sustainably in order to build a better future.

- Knowledge
 - Technical Knowledge;
- Designing Skills
 - Understanding users, context and purposes;
 - Generating, developing, modeling and communicating idea
- Making
 - Planning;
 - Practical skills and techniques;
- Evaluating
 - Own ideas and products
 - Existing products



CONTENT & SEQUENCING

EYFS	Year 1	Year 2	Year 3
Continuous provision	Castles; Toys	Healthy food; Axels; Puppets	Healthy food
Year 4	Year 5	Year 6	
Musical Instruments; Electricity	Boats; Textiles	Electricity; CAD	



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied

Curriculum plans are linked to show where opportunities exist for pupils to develop their design and technology skills in context



ENRICHMENT

STEM Club.

Competitions.



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas..



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.



PHYSICAL EDUCATION AT BLUEBELL

Children should be given an opportunity to develop a lifelong interest in sport, fitness and PE. Their understanding of the health benefits of physical activity will allow them to make informed decisions about healthy living in the future.

Children are encouraged to improve their fitness levels during PE lessons, including muscular and cardiovascular endurance, strength and flexibility.

As well as the knowledge and skills associated with PE, children are also taught: communication, collaboration, resilience, honesty, respect, leadership and perseverance.



BIG IDEAS

The engagement of all pupils in regular physical activity.

The profile of PE raised across the school.

Increased knowledge, confidence and skills of staff in teaching PE.

Broader experience of a range of sports and activities offered to all pupils.

Increased participation in competitive sport.



CONTENT & SEQUENCING

Below is an example from KS2.

Year 3	Fitness	Yoga Fundamentals +	Dance	Gymnastics		Athletics
Year 4	Fitness	Gymnastics Fundamentals +	Yoga	Dance		Athletics
Year 5	Fitness	Dance Fundamentals +	Gymnastics	Yoga		Athletics
Year 6	Fitness	Gymnastics Fundamentals +	Yoga	Dance		Athletics



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied.

Curriculum plans are linked to show where opportunities exist for pupils to develop understanding of concepts in the science curriculum.



ENRICHMENT

Visit a professional sporting facility.

Meet professional athletes and sporting heroes through assemblies.

Represent school at competitions or festivals.

Attend public performances e.g dance
Watch significant sporting events and achievements through assemblies and use of BBC sports clips.



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.



R.E. AT BLUEBELL



BIG IDEAS

Theology: thinking through believing. This involves asking questions that believers would ask.

Philosophy: thinking through thinking. This involves considering the nature of knowledge, existence and morality.

Human/Social Sciences: thinking through living. This involves thinking about the impact of religions and world views on people and their lives.



CONTENT & SEQUENCING

The Bluebell RE Curriculum spirals and revisits certain themes but through different lenses. Ideas are built upon and revisited across all year groups.

The curriculum is focussed through enquiry-based questions which encourage children to think deeply, challenge their thinking and develop a broad understanding.

We will engage, challenge, encourage and develop pupils' understanding of their own and others religious beliefs.

Through an enquiry approach we aim to deliver a curriculum which is accessible to all and will equip pupils with the knowledge, experiences and skills required for adult life, employment and life-long learning in our multicultural society.

We want them to know how religious education promotes tolerance, compassion, equality and enables pupils to combat prejudice



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.

How well pupils are able to hold balanced and well-informed conversations about religion and worldviews.



ENRICHMENT AND SUPPORT

Visits to places of worship
Visitors from a broad range of worldviews and religions.

High quality resources, artefacts and sacred objects.

Opportunities to explore particular religious festivals through whole day experiences.

RE lessons are adapted to support pupils from all starting points and learning needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who am I?	How does a celebration bring people together?	How is the Shabbat important to Jewish children?	What does the cross mean to Christians?	How do people show kindness?	How do people show kindness?
Year 2	Who is your Guru?	What does the nativity story teach Christians?	How would you celebrate the festival of love?	How do Muslims care for the world?	How do we show kindness?	What can stories teach us about how to live our lives?
Year 3	What is philosophy?	Why is light an important symbol?	Is humanism a religion?	How do Jews celebrate passover?	How do stories help teach Hindu principles?	What do Muslims believe about God?
Year 4	Where do Christian beliefs come from?	What do we mean by truth?	When do you become a grown-up?	How did the universe come to be?	Why do Buddhists celebrate Wesak Day?	How do people help their community?
Year 5	Is everyone equal?	Is there a god?	What difference does being a muslim make to everyday life?	How has religion impacted on art?	How can you make the world a better place?	Why are there differences between Christians?
Year 6	What can we learn from philosophers?	Does religion bring peace?	Are the laws fair?	How do faiths respond to suffering?	How was life on Earth created?	Who am I?



LANGUAGE AT BLUEBELL

"The limits of my language are the limits of my world."

- Ludwig Wittgenstein

We celebrate all languages and cultures in our school and around the world.

Ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures, helping children develop their awareness of cultural similarities and differences around the world.



BIG IDEAS

The three pillars:

- Phonics
- Vocabulary
- Grammar



CONTENT & SEQUENCING

We follow the Rigolo scheme from Oxford University Press.

This software enables teachers to ensure progression, challenge and accuracy in their teaching.



LINKS WITH OTHER CURRICULUM SUBJECTS

Cross curricular links are explicitly planned to complement topics being studied.



ENRICHMENT

Celebrating cultures within the school

Native speaker visitors to school

High quality resources.

Opportunities to explore particular countries' culture through special experiences .

Trialling Duolingo with some classes



PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Our curriculum is the progression model.

Organising and connecting big ideas.

Children are quizzed on the key ideas (one topic later) to identify how much vocabulary has been retained.



SUPPORT

Everyone has access to the NC Programmes of Study.

Structured questions and sentence stems used to support.



PSHE AT BLUEBELL

We aim to equip our pupils with the knowledge and skills to safeguard themselves and prepare them for the experiences they will have in life.

The curriculum is built around three key threads:

- **Being kind to ourselves;**
- **Being kind to each other; and,**
- **Being kind to our world.**

Each unit is then focussed around a teacher-led enquiry question which guides the direction of learning. Learning is sequenced and built upon each year with regular opportunities for retrieval practice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	How am I feeling?	How do we look after ourselves?	How are we the same and different?	How do I make choices?	What is private?	Who is special to me?
1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community kind?	How can we eat well and be kind to our teeth?	Why should we keep active and sleep well?
4	What strengths, skills and interests do we have ?	How do we treat each other with kindness?	How can we manage our feelings?	How will we grow and change?	How can our choices make the world a better place?	How can we manage risk in different places?
5	What makes up our identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How will our jobs make the world a better place?
6	How can we be kind to ourselves?	How to stay healthy as we grow?	How can the media influence people?	How does a good digital citizen behave?	How do you maintain a kind relationship?	How can we be kind to ourselves as we grow?



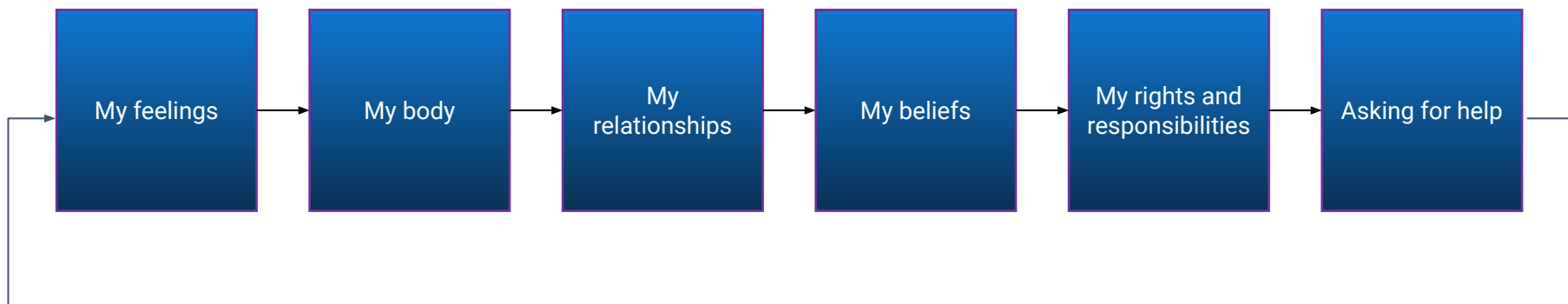
RSE AT BLUEBELL

Our school prides itself on delivering effective, age-appropriate Relationships and Sex Education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources.

All pupils have a right to receive effective, inclusive and relevant RSE that directly meets their needs, taught through accessible resources and non-judgemental approaches. Our curriculum has been written to meet the needs of all pupils, irrespective of their academic abilities, personal beliefs or lived experiences.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life.

CORE THEMES SPIRAL EACH YEAR





SEND at BLUEBELL



PASTORAL CARE

We are an inclusive school, welcoming all pupils and supporting self-esteem.

We work to support pupils with social, emotional & behavioural difficulties (self-regulation)

We work with the Benjamin Foundation for those needing additional support.



CURRICULUM & ENRICHMENT

Everyone has access to the National Curriculum.

We work hard to encourage and develop independence in all our children.

Children with SEND have access to school trips and visits. Risk assessments are carried out and 1:1 support given where necessary to ensure all children can attend.

All children have access to all lessons (eg music) and the opportunity to take part in performances in school as well as local events.

We ensure pupils with SEND engage with residential visits, enrichment and extra-curricular activities.

At Bluebell we are committed to providing an excellent education for all, regardless of need. We work hard to overcome barriers to learning in order to support every child to succeed academically, socially and emotionally to become a well-rounded individual.



IDENTIFYING PUPILS WITH SEND

Professional conversations with Specialist Teachers and the Educational Psychology Service

Conversations with parents

Liaison with previous education settings

Speech & Language assessments



INTERVENTIONS

Adults delivering interventions have received training in the programme they are working with.

Specific targets are set for pupils through their Pupil Passport. These are discussed and agreed with parents and the child where appropriate.

Progress in interventions is reported to the SENDCo regularly and adaptations made where needed.



PROGRESS & MONITORING

Progress in interventions reviewed with SENDCo at least termly.

Regular professional conversations to discuss individual and group interventions; adjustments made where needed.

Children with an EHCP have a formal annual review

All children with Pupil Passports have these reviewed at least termly.

Information is shared from SENDCo monitoring



SUPPORT & TRAINING

Everyone has access to the curriculum – some access it differently

We work closely with a range of external agencies to support identification of needs and support strategies for meeting needs.

SENDCos from Trust schools meet regularly to share expertise