



# *Curriculum Policy*

# 2025

## **Curriculum Policy**

Reviewed by Governors- 2025

This Policy is to be read in conjunction with our 3 'Little Parents Handbooks.' Available in hard copy from the school or via download from our website at [www.botanicprimaryschool.com](http://www.botanicprimaryschool.com)

All of the areas of the curriculum - and the assistance that you might provide for your child are detailed in these booklets.

At Botanic Primary School, with regard to the curriculum we are mindful of both our Missions Statement and our aim;

### Ethos

At Botanic Primary we aim to provide a positive, supportive and stimulating environment for all our children.

**We aim to provide an environment where children are:**

- Encouraged
- Seen
- Valued

### **Children are encouraged**

We wholeheartedly encourage children to take pride and put forth their best efforts in everything they do. We believe that when students strive to do their best, they not only achieve success, but also contribute positively to our school community and their wider community in the long term.

### **Children are seen**

We see the children for their strengths, personal qualities and individuality. We notice and celebrate their achievements, not only with learning but also with personal growth (no matter how small something may seem). Every child's accomplishments matter - we ensure that our recognition is diverse and inclusive. By recognising both academic and personal achievements, we inspire our students to reach their full potential and become well-rounded individuals

### **Children are valued**

Botanic PS can be described as 'naturally integrated' with our school community representing a range of cultural and ethnic backgrounds. **We foster a welcoming ethos where everyone is valued. Mutual respect is paramount at all levels of our school community. Botanic Primary is a 'Controlled School.'**

### Mission Statement

With our school ethos at heart, it is our aim at Botanic Primary that our children:

- **Delight in effort**
- **Delight in achievement**
- **Delight in respect**

We currently teach the Northern Ireland Revised Curriculum that has been subdivided into various areas. This is available for download at [www.nicurriculum.org](http://www.nicurriculum.org) Teachers are mindful that each child is an individual and will seek to provide the opportunities at a suitable level for each pupil to ensure holistic development.

The areas of the curriculum for Foundation Stage (Primary 1 and 2)

- LL Language and Literacy
- MN Mathematics and Numeracy
- A The Arts
- WAU The World Around Us
- PDMU Personal Development and Mutual Understanding
- PDM Physical Development and Movement
- RE Religious Education

In Key Stage 1 (Primary 3 and 4) and Key Stage 2 (Primary 5, 6 and 7), the areas are as above except that PDM is entitled PE – Physical Education at these stages.

RE is taught using the core syllabus for Religious Education as defined by the Department of Education and the four main Christian Churches in Northern Ireland. It has a role to play within the context of the revised curriculum through presenting young people with chances to develop their personal understanding and enhance their spiritual and ethical awareness. A parent has the right to withdraw their child from all or part of RE and if you wish to do this you should inform the Principal in writing.

Within the remit of our aim - to delight in effort, achievement and **respect**, staff will provide pupils with learning opportunities to ensure they receive a broad and balanced education. Staff will ensure that pupils are provided with the opportunity to develop thinking skills – tools that go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their own progress.

To ensure each pupil is provided with the opportunity to develop their full potential, the curriculum will be delivered by staff having regard to the Pastoral Care Policy. In particular, the requirements of the Positive Behaviour Policy will be paramount in ensuring that each child feels safe, secure and valued in a positive environment that is conducive to stimulating holistic development.

**Assessment of the curriculum / various learning opportunities are detailed in the 'Assessment for Learning' section of each of the booklets.**