

The Jersey Curriculum

1 Introduction

1.1 This document sets out the framework for the Jersey curriculum and includes:

- contextual information about both the overall school curriculum and the statutory Jersey curriculum, including the statutory basis of the latter
- aims for the statutory Jersey curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for all the Jersey curriculum subjects.

2. The School Curriculum in Jersey

2.1 Every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from a vocational programme aligned to the Island's economy and economic needs
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The Jersey curriculum forms one part of the school curriculum.

2.3 All schools are also required to make provision for an act of collective worship of broadly Christian nature on at least one school day in each week during the school term ⁽²⁾ and must teach religious education to pupils at every Key Stage, and sex and relationship education to pupils in secondary education.

2.4 Schools in Jersey are legally required to follow the statutory Jersey curriculum which specifies the skills and processes which must be taught to children at any particular stage of their education.⁽³⁾

2.5 Schools are free to include other subjects or topics of their choice in planning and designing their own programme of education.

(1) Education Law (Jersey) 1999 16(4), (2) Education Law (Jersey) 1999 19(1), (3) Education Law (Jersey) 1999 16 (3a)

3. The Jersey Curriculum

Aims

The Jersey curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the Jersey curriculum specifications. The Jersey curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Early Years

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

This guidance helps adults to understand and support each individual child's development pathway and the crucial role they play in nurturing the unique child. The guidance determines what practitioners should deliver through challenging and engaging opportunities across the prime areas of Physical Development, Personal and Emotional Development and Communication and Language and the specific areas of Literacy, mathematics, Understanding the World and Expressive Arts and Design. These will foster the characteristics of effective early learning: playing and exploring; active learning and creating and thinking critically.

Structure

The structure of the Jersey curriculum, in terms of which subjects are compulsory at each Key Stage, is set out in the table below:

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Year Groups	1 – 2	3 – 6	7 – 9	10 – 11
Pupils' Ages:	5 – 7	7 – 11	11 – 14	14 – 16
Art and Design	✓	✓	✓	*
Computing	✓	✓	✓	✓
Design and Technology	✓	✓	✓	*
English	✓	✓	✓	✓
Drama			✓	*
Geography	✓	✓	✓	*
History	✓	✓	✓	*
Languages		✓	✓	*
Mathematics	✓	✓	✓	✓
Music	✓	✓	✓	*
Physical Education	✓	✓	✓	✓
Science	✓	✓	✓	✓
PSHE	✓	✓	✓	✓
Careers		✓	✓	✓
Religious Education**	✓	✓	✓	✓

*Whilst these subjects are not compulsory at Key Stage 4, they must be offered within option choices
 **R.E. is a compulsory subject under the Education Law, distinct from the Jersey Curriculum

Key Stage 4

Whilst some subjects are not compulsory in Key Stage 4 pupils are entitled to study a range of options, including:

Art and Design, Music, Dance, Drama, Media Arts, Design and Technology, and the Humanities (comprising Geography and History). A range of additional subjects may also be offered at Key Stage 4.

It is expected that wherever possible these Key Stage 4 courses of study should give pupils the opportunity to obtain an approved qualification.

4. Inclusion

Setting Suitable Challenges

- 4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to Pupils' Needs and Overcoming Potential Barriers for Individuals and Groups of Pupils

- 4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- 4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full Jersey curriculum, the Education Department's Inclusion Policy includes advice on the identification and provision for pupils with special educational needs and details who is responsible for pupils with special educational needs at all levels according to the Education Law (Jersey) . The document "The Entitlement of Pupils in Mainstream Schools – Ordinarily Available Provision for pupils with Special Educational Needs in Jersey Schools" outlines how indicative arrangements for pupils with special educational needs should be met effectively through mainstream settings through high quality teaching and arrangements at school action and school action plus.
- 4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every National curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- 4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- 4.6 The ability of pupils for whom English is an additional language to take part in the Jersey curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

5. Numeracy and Mathematics

- 5.1 Teachers should encourage pupils to apply their mathematical skills in a range of subjects to help them to develop mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the Jersey curriculum.
- 5.2 Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work makes sense. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

6. Language and Literacy

- 6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

- 6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

- 6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing

supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the layers of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

7. Programmes of Study and Attainment Targets

7.1 The following pages set out the statutory programmes of study and attainment targets for all subjects. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

