

Teaching Staff 2009 - 2010

Mrs. Lesley Whittaker		Headteacher
Mr. James Bloomfield	Year 6	Deputy Headteacher
Mrs. Elise Craig	Year 5	
Mrs. Claire Lucas	Year 3 & 4	
Mrs. Louise Woods Mrs. Lynn Fraser	Year 2	
Mrs. Julie Troughton Miss Bethan Hunter	Reception & Year 1	

Non-Teaching Staff 2009 - 2010

Mrs. Margaret Michalski	School Secretary
Mrs. Sylvia Nutt	Specialist Teaching Assistant
Mrs. Myfanwy Shelton	Specialist Teaching Assistant
Mrs. Brenda Robertson	Learning Support Assistant
Mrs. Sharon Ord	Higher Level Teaching Assistant
Mrs. Sharon Taylor	Learning Support Assistant
Mrs. Suzanne Osborn	Learning Support Assistant
Mrs Jane Davies	Learning Support Assistant
Mrs Debbie Robinson	Lunchtime Supervisor
Mrs. Pat Elmes	Caretaker/Cleaner in charge
Mrs. Margaret Townsend	Cleaner
Mr. Robert O'Connell	Caretaker Assistant

School Governors at September 2009

Governor	Category	Term Ends	Office Held	Committee
Mr Norman Ellison	Parent	2008		
Mrs Lesley Whittaker	Headteacher			I & C, Curriculum, Personnel, Finance
Mrs Julia Adams	Parent	2010	SEN/Gifted and Talented	Curriculum, Finance
James Bloomfield	Teacher Governor			Finance. Premises H & S Curriculum
Mrs Sue Brazier	Foundation	2010	Chair, Info & Communications Development, Child Protection	
Mr Louis Carter	Parent	1010		Info and Communication, Personnel
Mrs Sheila Finlayson	Foundation	2010	Anti Bullying Chair of Premises H & S	Premises H & S Pupil dis
Mrs Hazel Hedges	Community	2008	PSHCE	Curriculum, Personnel Staff and Pupil Dismissal
Mrs June Margerrison	Foundation	2008	Primary Strategy KS1/ Racial Equality	Info and Communication,
Mrs Charlotte Nash	Parent	2008	Primary Strategy KS2	Info and Communication, Curriculum
Mrs Sam Rushmere	Parent	2008		Personnel Staff Dismissal
Mrs Sharon Taylor	Staff	2008		Curriculum

Aims and Ethos

The broad ethos of the school is to treat each child as an individual with their own strengths, rights, responsibilities and interests. In recognising these, we would aim to ensure that our children strive to do their best in the pursuit of excellence.

The aims of the school are:

- For children to recognise the value of achieving high standards in themselves and others
- To develop in the school a caring community where each child is happy, can develop self-confidence and obtain satisfaction and personal fulfilment at each stage of development
- To develop the child's concern for the welfare of others, respect for religious and moral values and tolerance of all races, religions and ways of life
- To encourage children to appreciate the virtues of working together, to foster habits of responsibility and self-discipline and to promote initiative, endeavour and the exercise of individual judgement
- To enable pupils to develop lively, enquiring minds, imagination and the ability to question and argue rationally
- To enable each child to acquire knowledge, skills and attitudes relevant to their future lives in a fast-changing world
- To equip each child with the foundations of learning how to learn
- To enable each child:
 - to develop fluency in the use of the English language
 - to become numerate and be able to apply mathematical concepts in their daily lives
 - to develop physical skills and techniques in the creative and expressive arts
 - to appreciate past and present human achievements and aspirations
 - to develop skills in the use of modern technology
- To recognise and encourage talents of all kinds and all degrees and to endeavour to stretch the intellectual and creative capacity of individual children
- To encourage harmonious relationships between the home and school with the common interest of the good of the child

Dates for the School Year 2009/10

Autumn Term 2009	Thursday 3rd September Monday 2nd November	Friday 23 rd October Friday 18 th December
Spring Term 2010	Tuesday 5 th January Monday 22nd February	Friday 12 th February Thursday 1st April
Summer Term 2010	Monday 19 th April Monday 7th June	Friday 28th May Wednesday 21st July

Includes in-service training days: Tuesday 1st and Wednesday 2nd September 2009 and Monday 4th January 2010

Easter: 2nd - 5th April

Early May Bank Holiday: 3rd May

Spring Bank Holiday: 31st May

Golden Rules

Do be gentle

Do not hurt anybody

Do be kind and helpful

Do not hurt people's feelings

Do work hard

Do not waste your or
other people's time

Do look after property

Do not waste or damage
Things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the
Truth

Behaviour

The two most important considerations in the life of Great Horwood School are:

- The quality of the learning experiences we provide for the children
- The quality of the relationships built up between everyone involved in the school

As a whole school we recognise and emphasise the importance of good, orderly and positive behaviour. We believe that a clear code of conduct backed by a balanced combination of positive rewards, recognition and - when necessary - sanctions, is an important stage in the direction of achieving these goals.

Our Golden Rules form the focus of our behaviour code. They are displayed in every classroom and reinforced through assemblies, PSHCE and Circle Time.

Children's positive contribution to school life is celebrated through our Golden Book which is displayed in the school entrance hall. Good work is celebrated in a number of ways, including being displayed on the Golden Board in the main corridor. Individual teachers have their own forms of reward, which include stickers, smiley faces and 'Golden Time'. Lunchtime supervisors also have special stickers which they use to reward children during lunchtime play.

At Great Horwood we aim to instil in our pupils self-discipline and appropriate behaviour. On occasions, pupils behave in a manner which does not conform to these standards. On such occasions, sanctions may need to be enforced. These may include referral to the Deputy or Headteacher or withdrawal of privileges. In extreme cases exclusion, on a fixed or permanent basis, may be enforced. This is, of course, always done in consultation with the parents. The decision to exclude a child is taken by the Headteacher and only when the safety and education of other children or staff is deemed to be at risk.

We believe that parents wish to be notified at an early stage if children are having difficulty complying with our behaviour expectations at Great Horwood. We do this either by letter or telephone and invite parents into school to discuss how we can work together to support the child in changing their behaviour.

Our behaviour policy is reviewed regularly by staff and governors, and comments relating to behaviour in school form the basis of some questions in our annual parental survey. Parents can view the school behaviour policy in school by appointment via the school office.

Parental Involvement

Parent consultation evenings with the class teachers are held each term when parents/carers can discuss individual children's progress and achievements, review targets and see their children's work. Parents/carers receive a half yearly report in February and a fully written report in the summer term.

If parents/carers have any queries or problems at any other time, they should contact the Headteacher or class teacher to make an appointment. Appointments should usually be after school and a little notice is usually required, as teachers are involved weekly in planning meetings, staff meetings and running after-school clubs.

Parents/carers who are able to offer particular skills complementing the curriculum are welcomed during the school day and are often to be seen working with small groups of children. A monthly helper afternoon is an opportunity for parents/carers to come into school and assist in a variety of tasks in school. This is an informal occasion for parents to meet in school.

There is a half termly 'Walk Round Friday' where parents are invited to visit the school with their children. This is an opportunity to look at their child's work and displays around the school.

Reading mornings are held monthly for KS1 parents.

Communication to parents/carers is via a monthly newsletter and termly curriculum letter. The PTA also sends out regular information on the school website: www.greathorwoodschool.co.uk

There is an active and successful Parent Teacher Association (PTA) which arranges an annual programme of events, including social, fund-raising and general interest occasions to which all parents/carers are invited. The prime aim of these functions is to benefit the children, and parents'/carers' help is welcome and appreciated.

Safeguarding Children

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures which we follow have been laid down by Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. Our Child Protection Policy can be found as an appendix to this prospectus.

If you would like to know more about our procedures or the policy, please speak to Mrs. Whittaker or your child's class teacher.

School Anti Bullying Statement

Bullying means that one child is using his or her power over another to make them feel bad. Bullying is not a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately again and again. We do not tolerate bullying in our school.

School Uniform

Our school uniform consists of the following:

- Boys: Navy sweatshirts
Grey or black trousers or shorts
White shirt with collar or polo shirt
Grey socks
- Girls: Navy sweatshirt or cardigans
Navy or grey skirt or pinafore dress
Black or grey trousers
White blouse with collar or polo shirt
Blue checked or striped dresses can be worn in the summer
White socks, grey or navy tights

Footwear

Footwear should be suitable for school - no shoes with heels, trainers or boots. Trainers may only be worn for PE and outside play.

PE - Boys and Girls

- White T-shirt or polo shirt
- Navy shorts
- Plimsolls for indoor activities
- Trainers for outdoor activities
- Tracksuits for colder months

General

Jewellery should not be worn, except for small, plain stud ear-rings which must be taken out for PE. Watches may be worn at the child's own risk.

An apron or old shirt to protect clothing during art/design technology lessons is also recommended.

Coats, sweatshirts, cardigans, polo shirts, T-shirts and school bags with the school logo can be purchased from the school office.

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY LABELLED

Attendance

If a child is absent from school for any reason, parents/carers are asked to telephone the school on the first day of absence. If a call is not received, the secretary will telephone the child's home.

If a child is taken ill at school, or has an accident of any sort, it is essential that we should be able to contact one of the parents/carers. For this reason we need an emergency telephone number where parents/carers can be contacted. These telephone numbers are held in the school office.

Holidays

The Governing Body, on application by the parent/carer, may grant leave of absence from the school for one annual holiday of (no more than 10 school days in any academic year). Forms are available from the school office and should be completed not less than one month before the holiday is due to start. Failure to do this may result in the request being refused and the absence recorded as unauthorised. No authorised absences will be given during May for Key Stage 2 SATs.

If parents/carers do decide to take their holidays during the school term, it is not our policy to set work for that time. However, we recommend that the children keep a record of their holiday in a folder, which can be shown to the teacher and class when they return.

For information on authorised and unauthorised figures, please see the separate sheet at the back of the prospectus.

School Safety

Parking

Parents/carers should not drive their cars into School End at the beginning or end of the school day. Instead, they should park on The Green and walk through the churchyard to meet their children, or park in The Swan car park.

Cars should not be driven into the school while the school is in session as it is important that we keep our emergency vehicular access clear.

Security

The school has a security code system and visitors to the school are asked to report to the Secretary and sign in the visitors' book. Identification badges will be given to visitors and helpers in the classroom. If you have to take your child out of school during the school day, please see the Secretary and make a note in the visitors' book.

The gates at the end of the drive will be closed during the day. This entrance is for vehicular access only. The pedestrian entrance is via the small gate in front of the old school building.

Community Cohesion

Great Horwood is a Church of England School and as such has strong links with the Parish Church of St. James in the village. The school celebrates Harvest, Christmas and Easter in the church and the local community are always welcome to join the children and parents at these celebrations. Members of the church are also invited to take assemblies in school at regular intervals in the school year. The church tower is lit to celebrate various events in the life of the school.

The church runs a summer holiday activities week at the school for local children to attend and holds its annual fete in the school grounds.

The Harvest gifts collected by the children are distributed to elderly residents around the village. Collections for other services during the year are used to make donations to a range of other charities. Last year the school supported Children in Need, Water Aid and Jeans for Genes.

The local senior citizens are invited into school at Christmas to watch the KS1 Nativity and are served refreshments by our Year 6 ambassadors.

The after school club known as "The Ridgway Club" has access to the school fields and play areas and registers the children in the playground (further details can be obtained from Charlotte Simpson 01296 711037).

The local Pre School which meets in the village hall has regular access to the reception outdoor curriculum area. The teacher from our reception class visits the playgroup on a regular basis.

The school regularly contributes to the local church magazine "Focus".

Emergency procedure

In emergencies the school may have to be closed for one of three reasons:

1. Due to weather conditions prevailing before school starts, e.g. overnight snow.
2. Emergency conditions occurring overnight, but unknown to parents/carers, e.g. power failure, burst boiler.
3. Emergency conditions arising during the day.

If the School is closed for reasons 1 or 2:

1. Chairman of Governors, Area Office and the Coach Company will be notified.
2. An announcement will be made on local radio - Horizon and Fox FM.
3. A notice will be placed at the school gate.
4. If the children are sent to school by themselves without a parent or responsible adult they should report into school as normal. The school will then contact either home or responsible neighbour who can collect the child and look after them during the day. A list of where children are sent will be kept in school.

For children coming to school on the bus:

Phone calls will be made to certain parents who will be asked to contact others in their village.

If children are already on the bus they will come to school as normal and parents/carers or a responsible neighbour will be informed by the telephone plan.

Children will be kept in school until they are collected by parents/carers or a responsible neighbour.

In extreme cases if parents/carers or neighbours cannot collect the children the school will try to arrange transport to get pupils home or to the emergency address.

If school has to be closed during the day - reason 3:

There is an emergency telephone cascade set up whereby a group of parents will be contacted by telephone and they will be asked to contact other parents in the village. Parents/carers or responsible neighbours will be asked to collect the children from school. Children will not be allowed to leave school without adult supervision. In extreme cases if parents/carers or neighbour cannot collect the children the school will try to arrange transport to get pupils home or to the emergency address.

Attendance Data for 2008/9

The total number of registered pupils to August 2008 was 140

The following data is taken from the Department for Education and Skills absence return for 2007/8.

The total number of day pupils of compulsory age
on roll for at least one session: 140

Percentage for overall attendance: 96.4

Percentage for authorised attendance: 3.4

Percentage of unauthorised absence: 0.2

Targets for attendance are set in consultation with the schools Education Welfare Officer (EWO). The targets for 2008/9 are as follow:-

Target for attendance: 95%

Target for authorised attendance: 5%

Target for unauthorised attendance: 0%

Curriculum

At Great Horwood School we aim to provide all children with a broad and balanced curriculum. This includes not only the formal requirements for the National Curriculum but also the range of extra curricular activities that the school organises in order to enrich the experiences of the children (see page 13 for more information). It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills so that they can achieve their true potential.

Our school curriculum is underpinned by the values we hold dear at our school.

- We value the way in which all children are unique
- We value the importance of each person in our community
- We value the rights enjoyed by each person in our society
- We value our environment

Children with special needs

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal classroom organisation.

English

The aims of the school are to ensure that the children:

- Express themselves appropriately and are provided with opportunities to do this on a regular basis
- Read accurately, with understanding and enjoyment and develop these skills across all areas of the curriculum
- Develop thinking skills to help them on the path to becoming reflective, independent learners
- Develop understanding that writing is both essential to thinking, investigating, organising and learning, and enjoyable in its own right

The Primary Literacy strategy for English forms the basis for teaching in our school. Children also have additional time spent on reading, spelling and handwriting.

All children are members of the school library and may borrow both fiction and non-fiction books on a regular basis.

We believe it is essential to nurture an environment where books are used readily and for enjoyment. Children in Reception begin this process by taking home books to share with their parents and, when they are ready, to progress onto the school reading scheme. As children become more proficient in their reading skills they will be encouraged to make individual choices of reading material.

Maths

The aims of the school are to ensure that the children:

- Are equipped with a powerful set of strategies to understand mathematics in everyday life
- Can understand and solve problems logically
- Are able to think in abstract ways
- Have the opportunity to explore and discuss mathematical problems
- Understand mathematical vocabulary
- Develop their skills of measurement and develop an understanding of the concept of time and money.
- Have mental strategies and skills to perform calculation

The National Primary Strategy for maths forms the basis for the teaching in our school. To support our teaching we use the Abacus scheme and Spotlight Maths. A structured Maths lesson takes place in each class every day including the development of mental calculation and recording skills.

All children are encouraged to reach their potential by working both in groups and on an individual basis. The children learn their mathematical skills through a variety of methods. Practical work, discussion, mathematical games and investigations are all used to support their recording. Homework is used to reinforce children's learning

The school recognises the application of Maths throughout the curriculum, including Information Technology. Individual children work on RM maths to support their learning and RM Snapshot is used to assist with assessment.

Science

Science is a core subject in the National Curriculum. In the primary school, science enables children to find out about and enjoy the world in which they live. It involves the development of children's knowledge and understanding of their environment and themselves by showing how to investigate in a systematic way.

The aims of science at Great Horwood Combined School are:

- To promote positive attitudes towards enthusiasm for science work in school by making science practical and enjoyable
- To enable children to develop their knowledge and understanding of the world they live in through investigation of that world
- To provide a science curriculum that is broad, balanced, relevant and differentiated
- To fulfil the requirements of the National Curriculum for Science
- To ensure the progressive development of scientific concepts, knowledge, skills and attitudes
- To enable children to plan, organise and research, using a wide variety of materials and equipment
- To relate science to other areas of knowledge
- To be aware of the contribution science makes to everyday life
- To foster a responsible attitude towards safety, and respect for living organisms and the environment

During the Foundation Stage and Key Stage 1, children make observations, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them to answer questions. They share their ideas and communicate them using scientific language, drawings, charts and tables.

In Key Stage 2 children learn about a wider range of living things, materials and phenomena. They begin to make links and explain things using their knowledge and understanding of scientific ideas.

We are fortunate at Great Horwood School to have a large conservation area and pond. This is used as an outdoor classroom where the children can study the local plants, insects and wild creatures at first hand.

We have strong links with The Royal Latin School as part of their specialist Science status.

Foundation Stage

During the first year at school we aim to build on each child's learning experiences developed at home and in pre-school settings. Therefore we offer a practical, 'hands on' curriculum that allows each child to develop in his or her own way. The Foundation Stage sets expectations and prepares children for the National Curriculum, but we believe that early childhood education is an important stage in its own right and we take account of this in our curriculum and planning.

We aim to:

- Provide a setting where children are happy to come to school and feel secure and confident in all activities
- To promote the spiritual, moral, cultural, cognitive, social and physical development of children
- Foster positive attitudes and values, promote enthusiasm for learning, develop self esteem and the balanced development of the whole child
- Provide opportunities for each child to develop socially and emotionally and to develop a child's knowledge, skills and capabilities through appropriate first hand experiences and structured play

We ensure that all pupils, irrespective of gender, ability or ethnicity, have access to a curriculum which leads towards achievement of the Early Learning Goals for children.

We recognise that parents are the first educators of their children and our aim is to work together to develop and extend their children's learning. We encourage parents to come and see the everyday working of the class by helping on the parent rota.

Religious Education

As a Church of England school, Great Horwood aims to develop and encourage an ethos of Christian care and consideration. The school follows the new Buckinghamshire Agreed Syllabus. The pupils are encouraged to explore the meaning, purpose and value of life from a fair minded point of view. This in turn helps to encourage tolerance and empathy amongst the pupils.

We believe that Religious Education should be an exciting subject, so we employ a variety of teaching methods, including art, music, dance and drama, the use of stillness and periods of quiet reflection, exploring artefacts, pictures and photographs, visiting local places of worship and talking with members of faith communities. We also use story, video and food to support our learning.

The school has a daily act of collective worship through combined school assemblies and class assemblies. Assemblies are a time for reflection, storytelling and celebrating achievement. They are often shared by visiting speakers who talk to the children on a variety of topics. Parents are invited to join us for several assemblies in school.

The school has close links with our local church, St. James. Our Harvest, Christmas and Easter services are held there, to which parents and friends are invited. Priests from St. James regularly share in our assemblies.

Parents have the right to withdraw their child from Religious Education and assemblies. Should any parent wish to do this, they should contact the Headteacher to discuss alternative arrangements.

Information & Communication Technology

Information and Communication Technology (ICT) is an important aspect of school life. It is taught as a subject and is incorporated into the different areas of the curriculum

At Great Horwood School we aim to provide children with opportunities to:

- Explore a variety of technology
- Use Information Technology across the curriculum
- Develop computer skills
- Explore a range of computer packages
- Use the internet safely and securely
- Use the computer in order to support and develop other learning which is taking place with the classroom
- Enable children to work together and share ideas

Specific time in the ICT suite is allocated to developing Information Technology for each class each week. In addition to this, there is a timetabled allocation for cross-curricular use. The majority of classes have computers in their classroom or the use of a laptop.

Geography

The aims of the school are to ensure that the children:

- Develop a natural curiosity and appreciation for the world around them and a sense of responsibility for the quality of the environment
- Develop and use geographical enquiry skills by collecting evidence through fieldwork, making and using maps, using photographs and formulating questions that they can answer
- Present their findings in a variety of ways, making use of ICT
- Are given the opportunity to investigate the physical and human features of their own locality and make comparisons with other localities, both in the United Kingdom and overseas
- Understand how people and places are influenced by the environment and how they in turn can affect the environment

We teach geography through a range of learning themes to ensure progression and continuity throughout the year groups. The school has its own conservation area and pond, which is available for use by all age groups and we endeavour to provide children with the opportunity to visit other localities so that they can gain first-hand experience of geographical features.

History

The aims of the school are to:

- Foster children's curiosity, interest and enjoyment in history
- Encourage children to become independent learners, giving them an opportunity to follow their own line of enquiry, where appropriate
- Develop an understanding of chronology, enabling children to place events on a timeline
- Provide children with the opportunity to find out about past events and people and to make comparisons and draw links between the past and present day
- Ensure that children experience a range of topics, giving them a sense of local, British and world history

We believe that the study of history is enhanced by first-hand experience and so, where possible, children will have the opportunity to make visits, to role-play, and to handle documents, pictures, photographs and artefacts. In so doing, we hope that children will learn to interpret information gained from these sources and will begin to understand the limitations of such evidence.

Physical Education

Great Horwood School has been accredited as a Healthy School. Over the last two years we have also gained Excellence in PE Provision awards.

Through teaching a varied curriculum we aim to:

- Develop a range of physical skills
- Develop stamina and strength
- Develop physical and mental co-ordination, self-control and confidence
- Promote healthy lifestyles
- Teach children how to co-operate with each other and encourage team-work
- Teach children the effects of exercise on their body
- Provide a range of different sports and activities
- Express ideas through movement in dance and gymnastics
- Develop an appreciation of fair play, honest competition and good sportsmanship

Our Physical Education programme covers the different areas of the National Curriculum - gymnastics, dance, games, athletics and swimming for Key Stage 2. Children learn outdoor pursuits on residential courses in Key Stage 2.

Each class has two Physical Education lessons a week, one of which is scheduled hall time. Every year we hold a Sports Day which involves the whole school and promotes good sportsmanship and team motivation together with competitive races.

We also provide a variety of after school sports clubs including netball, football, tag rugby, cross- country, cricket and athletics. We compete against other local schools and participate in a variety of tournaments organised by the local specialist sports college - The Buckingham School. This helps to introduce a competitive element to team games, and to promote co-operation and a sense of good sportsmanship. In addition to this, we also take part in District cross-country and athletics.

Design & Technology

Design and Technology (DT) is a foundation subject of the National Curriculum. It involves applying knowledge and skills when designing and making products. The activities enable children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school gives children opportunities to use a range of materials and processes and to work independently or as part of a team.

The aims of Design and Technology at Great Horwood are:

- To motivate pupils by providing interesting and stimulating experiences
- To relate activities, where possible, to the interest and everyday experiences of the children
- To encourage discussion and analysis of their work
- To enable children to use Design & Technology to solve a range of problems
- To help children become aware of and investigate simple products and to evaluate them
- To develop knowledge and teach skills in order to design and make products successfully
- To provide equal opportunities and develop the qualities of individual pupils
- To be aware of the need for safe practices at all times

In their early years children are given a firm foundation for Design & Technology by having the opportunities to experience working with a range of materials such as sand, water and clay and simple tools and construction kits. These skills are built upon as the children progress through the school and meet a greater range of materials, tools and problems to solve.

Personal, Social & Health Education & Citizenship

At Great Horwood School we believe in the importance of education for the development of the whole child. We aim to provide opportunities for the children to develop knowledge, skills and understanding from which they can make informed choices and decisions about their present and future lifestyles.

We aim to help children to:

- Develop their personal, social and life skills
- Acquire knowledge and understanding of important issues that may affect and shape both their own lives and the lives of others
- Reflect on their experiences and learn from them
- Develop positive attitudes and values for themselves and respect those of others
- Become actively engaged in the life of the school and local community
- Understand the basic principles of citizenship
- Keep themselves and others safe and healthy

Staff look for opportunities in other subject areas and wider aspects of school life such as playtimes, school trips and school celebrations to enable the children to develop healthier, safer lifestyles.

Sex Education is included within the programme at an appropriate level for the child and always in the context of family life, loving relationships and respect for others. Parents are always kept informed of the programme and are welcome to view videos used and discuss any issues with the class teacher if they have any concerns.

Parents have the right to withdraw their child from Sex Education except for that which is included in the National Curriculum. This should always be done in consultation with the Headteacher.

Parents are always notified before outside agencies are used to deliver Sex Education and given the chance to view any video/DVD material used.

Music

Music makes an important contribution to the life of the school. It is seen as an integral part of the curriculum and is taught to all children throughout the school.

At Great Horwood School we aim to provide children with opportunities to:

- Appreciate music in the widest possible sense
- Develop the necessary skills and concepts whilst taking part in musical activity
- Encourage children to express their own feelings through music
- Develop social skills and the ability to participate in group activities
- Ensure that all children receive a broad balanced programme within the music curriculum regardless of gender, race and ability or special educational needs
- Explore music of other cultures

The children receive a regular weekly allocation of time for music and in class work the children are encouraged to have an enthusiastic and enjoyable approach to music through singing, listening and music making. The children have the opportunity to play a wide range of percussion and melodic instruments. Children in Year 2 have the opportunity to learn the ocarina. Children in Years 3 - 6 have the opportunity to receive tuition in violin, flute, clarinet, guitar, recorder and piano.

Music is an integral part of our school celebrations in the local parish church. We are keen that the children have opportunities to perform music both individually and in groups. They are encouraged to perform to their class, the school and to wider audiences during church services and assemblies and at the annual school music concert.

In 2009-10 Years 3 and 4 will have xylophone tuition. This is funded by the 'Wider Opportunity Funding' scheme.

Art

At Great Horwood School we believe that all children can succeed in Art.

Through the teaching of Art we encourage children to build upon their natural pleasure and enthusiasm in being creative.

The children are taught a basic range of techniques using a variety of media including pain, clay and pastels.

Inspiration for artwork may come from music or literature as well as the world around us. Children are encouraged to convey their own thoughts and feelings in their artwork using imagination and sensitivity.

Our aims include:

- Developing children's confidence, value and pleasure in Art
- Enabling children to show their development in both two and three-dimensional forms
- Developing children's skills by using a wide range of tools, materials and techniques
- Enabling children to experience, appreciate and evaluate work by other artists and designers
- Giving children time to reflect on and discuss their work, making changes where necessary