



# Bell's Brae Primary School


## Curriculum Rationale

The curriculum at Bell's Brae has developed and evolved over a number of years. By involving pupils, parents, staff and partners and by adhering to local and national advice, we are confident that it meets all the principles for curriculum design – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

In 2017 our School's Vision, Values and Aims were reviewed to ensure that they meet the current needs of our learning community.

This document takes that vision as its starting point and shares with the community how everything we do in school contributes to achieving our vision, values and aims. Learners in the school assisted us in identifying the actions and activities that support us in meeting our aims.

### How to use this document

Page 2 sets out our Vision, Values and Aims. Key words have been hyperlinked and by clicking on these the reader will be taken to the relevant section of the document. Clicking on the  icon at the bottom of each page will take the reader back to our vision.

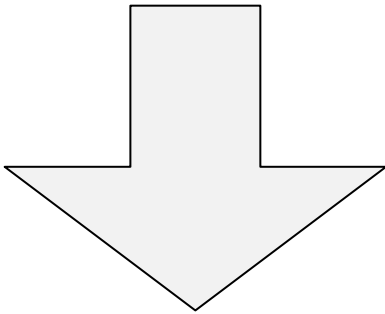
NB. -some of the hyperlinks take the reader to documents and folders on our internal network. These links support staff in finding relevant guidance when delivering the curriculum.

# Our Vision

**"Bell's Brae is a community where everyone achieves and gains happy memories."**

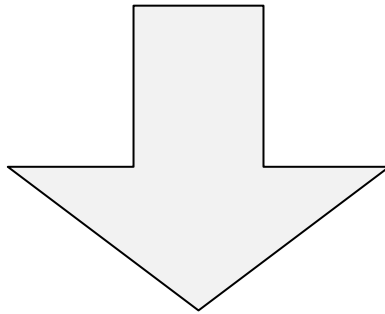
**So, we want everyone:**

To  
**LEARN**



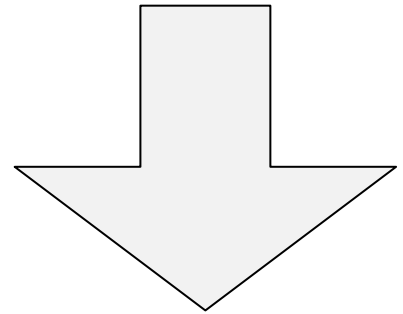
- We always try our best and enjoy challenge
- We develop our life skills and resilience
- We are confident in our own abilities and know our own strengths and needs

To be  
**SAFE**



- We care for others and our environment
- We are responsible, including in our use of technology
- We are healthy and active and make informed choices

To be  
**RESPECTED**



- We communicate and work co-operatively with others
- We are nurturing and show compassion
- We promote equality, recognise differences and are inclusive



# Our School

There is no other school like Bell's Brae Primary School. It is the **largest primary** school on the main **island** of Shetland and is situated in the centre of the **town** Lerwick with views that are second to none including beautiful views of the North Sea.

The school roll has remained relatively steady for a number of years. Its current roll is 365. Although Lerwick is a relatively small town on Scotland's most northerly islands we enjoy the benefits of a **multi-cultural community** that welcomes learners from a diverse range of cultures and backgrounds.

There are 14 classes in the **Primary** Department, 2 classes in the **Early Learning and Childcare** Setting (ELC) and 3 classes in the **Additional Support Needs** Department (ASN), which caters for pupils with severe and complex needs.

This ensures that we have a **vibrant** and **ever changing** learning community, where differences are recognised and celebrated.

Good links have been developed over the years between Bell's Brae Primary School and the other schools in the **Anderson High School** cluster. Effective links have also been established with local ELC settings and with the Home Visiting Education Service.

The school encourages parents/carers to be involved in the education of their children and has an "**open door**" policy. Parents are offered two appointments with their children's class teacher(s) annually and pupil reports are distributed in December and May each year. In September our Learner Led Event allows each child an opportunity to share their learning with their parents/carers.

In 2017 the school received £48,000 of **Pupil Equity Funding** to support learners whose attainment and achievement is being hindered due to poverty whether financial or experience related. Through consultation and tracking this funding has been targeted to support learners with English as a Second Language, those who have limited experience outwith school and those whose attendance or punctuality are a barrier to learning.



# Our Community

Bell's Brae is one of two primary schools in Lerwick. Lerwick is the capital town of Shetland, Scotland's most northern set of islands, and dates from the 17th century. Its name comes from the Norse "Leir-vik" and means "muddy bay". Lerwick is a bustling town of some 7,500 inhabitants which has grown up around its excellent natural harbour.

The town has an excellent leisure centre and swimming pool, a theatre, a library and a wide range of shops. A new museum was opened in 2007 and allows our learners to learn more about our Shetland heritage - archaeology, textiles, maritime, industry, fisheries and folklife. Our Interdisciplinary Learning incorporates a number of these themes.

The fire festival of Up-Helly-Aa is held in Lerwick on the last day of January. Up Helly Aa is a tradition that originated in the 1880s. Since then the festival has been an annual occurrence in the Shetland calendar and generates worldwide interest.

Shetland enjoys a wide range of visitors to the island. Visits from Cruise Ships to the Lerwick Harbour have increased significantly over the past few years. Visitors are attracted to Shetland by its natural beauty, varied wildlife and the peace and tranquillity that the islands offer.



## We always try our best and **enjoy** challenge

What we do:	<ul style="list-style-type: none"><li>• Wide variety of different activities - linked to CfE <a href="#">Experience and Outcomes</a> and <a href="#">benchmarks</a></li><li>• Indoor and <a href="#">outdoor learning</a> opportunities</li><li>• Use a range of <a href="#">assessment</a> techniques - including <a href="#">holistic</a> assessments</li><li>• Opportunities for children to compete against each other - swimming galas, sports day, maths challenge</li><li>• Inter schools football and netball competitions</li><li>• After school activities</li><li>• Local and national competitions - Sumdog, Dialect writing</li><li>• <a href="#">Interdisciplinary Learning</a> - which ensures learning is relevant to learners and makes use of the local environment</li></ul>
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## We develop our life skills and **resilience**

What we do:	<ul style="list-style-type: none"><li>• Promote a 'can do' attitude in all our learners</li><li>• <a href="#">Literacy pathway</a> - reading, writing and talking and listening</li><li>• <a href="#">Literacy Policy</a></li><li>• <a href="#">Numeracy pathway</a></li><li>• <a href="#">Learning different languages</a></li><li>• Instrumental instruction</li><li>• Cooking</li><li>• <a href="#">Developing the Young Work Force</a> programme</li><li>• Bikeability</li><li>• Swimming lessons</li><li>• <a href="#">Emerging Literacy Programme</a> in P1</li><li>• Financial education</li><li>• Programmes of transition</li></ul>
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## We are **confident** in our own abilities and know our own strengths and needs

What we do:	<ul style="list-style-type: none"> <li>• Opportunities to perform to an audience in school and in the community - Music festival, drama productions, Drama Festival, choir</li> <li>• Weekly Assemblies</li> <li>• School trip to Edinburgh</li> <li>• Scottish Opera</li> <li>• Class talks and presentations</li> <li>• <a href="#">Achievements Folders</a></li> <li>• Self and Peer assessment</li> <li>• Teacher feedback</li> <li>• Check ups, assessments, tests</li> <li>• <a href="#">Learner Led Event</a></li> <li>• <a href="#">P7 profiles</a></li> <li>• Enterprise activities</li> <li>• Sharing personal achievements</li> </ul>
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## We **care** for others and our environment

What we do:	<ul style="list-style-type: none"> <li>• Eco-committee</li> <li>• Pupil Council</li> <li>• Open door for people</li> <li>• <a href="#">Rights Charter</a></li> <li>• Voar Redd-Up</li> <li>• <a href="#">SHANARRI</a> work - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included</li> <li>• Charity Work - Children In Need, Annual Choral Concert</li> <li>• Food Bank donations at Harvest time</li> <li>• Work with the local museum to develop learners' awareness of the history of their local area</li> <li>• Links with the RNLI and SSPCA</li> <li>• Buddies</li> <li>• P7 pupils supporting P1 in toothbrushing</li> <li>• Paired reading</li> </ul>
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## We are **responsible**, including in our use of technology

What we do:	<ul style="list-style-type: none"><li>• Range of themes at assembly</li><li>• Lessons on cyber bullying</li><li>• <a href="#">Internet safety</a></li><li>• <a href="#">Relationships, Sexual Health and Parenthood</a> Programme (RSHP)</li><li>• Young Leaders</li><li>• Junior Road Safety Officers</li><li>• <a href="#">Library time</a></li><li>• Trips in the local community - Shetland Museum and Archive, Northlink, Turriefield</li><li>• Restorative approaches</li></ul>
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## We are **healthy** and active and make informed choices

What we do:	<ul style="list-style-type: none"><li>• Daily Mile</li><li>• Swimming lessons</li><li>• <a href="#">Relationships, Sexual Health and Parenthood</a> Programme (RSHP)</li><li>• Golden Time</li><li>• 2 periods of <a href="#">quality PE</a> every week</li><li>• Healthy lunches</li><li>• Drinking water /Healthy snacks encouraged</li><li>• <a href="#">Anti-bullying</a> programme</li><li>• Track wider achievements - <a href="#">school</a> and <a href="#">individual</a></li><li>• Wide range of after school clubs</li><li>• Toothbrushing scheme</li><li>• Links with NHS</li></ul>
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## We communicate and work **co-operatively** with others

What we do:	<ul style="list-style-type: none"><li>• <a href="#">Rights Charter</a></li><li>• Co-operative Learning</li><li>• Team games</li><li>• A wide range of visitors to the school</li><li>• Enterprise activities</li><li>• Performances in school and to visitors</li><li>• Leadership opportunities for learners - such as answering the phone, going on messages</li><li>• <a href="#">Mixed stage learning</a></li><li>• <a href="#">Weekly assemblies</a></li><li>• Active Parent Council</li></ul>
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## We are **nurturing** and show compassion

What we do:	<ul style="list-style-type: none"><li>• Circle Time</li><li>• Daily Lunchtime Club</li><li>• Breakfast Club - Mondays and Wednesdays</li><li>• Study Club - Tuesday and Thursdays</li><li>• Living Room</li><li>• Welcoming new people</li><li>• Learning about growth</li><li>• Buddies</li><li>• Learners are encouraged to look out for each other</li><li>• Support in the local community - links with Edward Thomason House, Memory Lane Cafe etc</li><li>• Feel Good Friday</li></ul>
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# We promote equality, recognise difference and are **inclusive**

What we do:	<ul style="list-style-type: none"><li>• <a href="#">Religious and Moral Education</a></li><li>• Early Learning and Childcare, Additional Support Needs Department and Mainstream classes under one roof and integrated whenever possible</li><li>• An ethos of respect</li><li>• Communication Friendly school</li><li>• Signing classes for staff and parents</li><li>• <a href="#">Newsround</a></li><li>• Charity work - Children in Need, Red Nose Day</li><li>• Weekly assemblies - many visiting speakers from a range of backgrounds, faiths, occupations etc</li><li>• Moving On Placements</li><li>• <a href="#">GIRFEC</a> procedures</li><li>• <a href="#">Child Protection</a> procedures</li><li>• Work with a number of different agencies and Allied Health Professionals</li></ul>
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## What now?

Although we are doing a lot in school already to meet our Vision, Values and Aims we are aware that we are on a journey and are committed to continuous improvement. In order to identify improvements we are constantly evaluating our performance by reflecting on our work, examining our data, listening to the views of learners, staff, parents and partners and making use of national documentation including '[How Good is Our School 4](#)' and '[How Good is our Early Learning and Childcare](#)' - this allows us to identify our strengths and development needs. These development needs are pulled together in our annual [School Improvement Plan](#)/Standards and Quality Report.

**All of this assists us in ensuring our learners achieve and are happy.**

