POLICY: CURRICULUM AND LEARNING AREA POLICY

POLICY REF. NO. C4/08/2008 (Rev No. 0)	**DATE: 6 AUGUST 2008**

Rondebosch Boys' Preparatory School follows the National Curriculum Statement which builds on the vision and values of the Constitution and Curriculum 2005. The implementation of the curriculum as indicated in the departmental documentation is the responsibility of the Academic Head and the HOD of the Foundation Phase.

There are eight Learning Areas in the National Curriculum Statement:

Languages
Mathematics
Natural Sciences
Technology
Social Sciences
Arts and Culture
Life Orientation
Economic and Management Sciences

The curriculum can play a vital role in creating awareness of the relationship between human rights, a healthy environment, social justice and inclusivity. The National Curriculum Statement has tried to ensure that all Learning Areas reflect the principles and practices of social justice, respect for the environment and human rights as defined in the Constitution. The NCS adopts an inclusive approach by specifying minimum requirements for all learners.

Outcomes-based education considers the process of learning as important as the content. Both the process and the content of education are emphasised by spelling out the outcomes to be achieved at the end of the process.

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution. The critical outcomes envisage learners who will be able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use Science and Technology effectively and critically showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are able to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

Languages

In a multilingual country like South Africa it is important that the learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages. The language of Learning and Teaching at Rondebosch Boys' Preparatory School is English, The additional languages taught are Afrikaans and isiXhosa.

We envisage to reach the following **Outcomes**:

1. Listening: The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations
2. Speaking: The learner is able to communicate confidently and effectively in a spoken language in a wide range of situations.
3. Reading and Viewing: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
4. Writing: The learner is able to write different kinds of factual and imaginative texts for a wide variety of purposes.
5. Thinking and Reasoning: The learner is able to use language to think and reason, and access, process and use information for learning.
6. Language Structure and Use: The learner knows and is able to use the sounds, words and the grammar of a language to create and interpret texts.

Mathematics

Mathematics is a human activity that involves observing, representing and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects themselves. Through this process new mathematical ideas and insights are generated.

Mathematics uses its own specialised language that involves symbols and notations for describing numerical, geometric and graphical relations. Mathematical concepts build on one another, thereby creating a coherent structure.

Mathematics is a product of investigation by different cultures; it is a purposeful activity in the context of social, political and economic goals and constraints. It is not value-free or culturally-neutral.

Outcomes:

1. Numbers, Operations and Relationships: The learner is able to recognise, describe and represent numbers and their relationships and can count,estimate, calculate and check with competence and confidence in solving problems.
2. Patterns,Functions and Algebra: The learner is able to recognise, describe and represent patterns and relationships,and solves problems using algebraic language and skill.
3. Space and Shape: The learner is able to describe and represent characteristics and relationships between 2-D shapes and 3-D objects in a variety of orientations and positions.
4. Measurement: The learner is able to use appropriate measuring units, instruments and formulae in a variety of contexts.
5. Data Handling: The learner is able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

To achieve the above-mentioned outcomes at RBPS the classes are divided into ability groups. Classes are kept small and the learners progress at their own pace.

Natural Science

The Natural Sciences Learning Area Statement envisages a teaching and learning milieu that recognises that the learners of RBPS have a variety of learning styles as well as culturally influenced perspectives. Meaningful education is learner-centred. It has to help learners to understand not only scientific knowledge and how it is produced but also the environmental and global issues. The Natural Sciences Learning Area aims to provide a foundation on which learners can build throughout life.

The Natural Sciences Learning Area Statement promotes scientific literacy. It does this by focusing on:

- The development and use of science process skills in a variety of settings.
- The development and application of scientific knowledge and understanding.
- Appreciation of the relationships and responsibilities between Science,society and the environment.

Outcomes

1.Scientific Investigations: Learners act confidently on their curiosity about natural phenomena; they investigate relationships and solve problems in Science, Technology and environmental contexts.
2. Constructing Science Knowledge: Learners know, interpret and apply scientific, technological and environmental knowledge.
3. Science, Society and the Envoronment: Learners are able to demonstrate an understanding of the interrelationships between Science and Technology, society and the environment.

Social Sciences

The Social Sciences study relationships between people, and between people and the environment. These relationships vary over timr and space. They are also influenced by social, political, economic and environmental contexts, and by people's values, attitudes and beliefs.

The concepts, skills and processes of History and Geography form key elements of the Social Sciences. Envoironmental education and human rights education are integral to both History and Geography.

The Social Sciences are concerned with what learners learn and how learners learn, and how learners construct knowledge. It encourages learners to ask and find answers to questions about society and the environment in which they live. It aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to the development of a just and democratic society.

Outcomes

History

1. Historical Enquiry : The learner is able to use enquiry skills to investigate the past and present.
2. Historical Knowledge and Understanding: The learner is able to demonstrate historical knowledge and understanding.
3. Historical Interpretation: The learner is able to interpret aspects of history.

Geography

1. Geographical Enquiry: The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.
2. Geographical Knowledge and Understanding: The learner is able to demonstrate geographical and environmental knowledge and understanding.
3. Exploring Issues: The learner is able to make informed decisions about social and environmental issues and problems.

Arts and Culture

The Arts and Culture covers a broad spectrum of South African arts and cultural practices. Arts and Culture are an integral part of life, embracing the spiritual, material, intellectual and emotional aspects of human endeavour within society.

Culture expresses itself through the arts and ways of living, behaviour patterns, heritage, knowledge and belief systems.

The approach towards culture encourages learners to:

- Move from being passive inheritors of culture to being active participants in it.
- Reflect creatively on art, performances and cultural events.
- Identify the connections between art works and culture
- Understand the geographical, economic and social contexts in which Arts and Culture emerge.
- Identify the links between cultural practice, power and cultural dominance.
- Analyse the effects of time on Culture and the Arts.
- Understand how the arts express, extend and challenge culture in unique ways.

Outcomes

1. Creating, Interpreting and Presenting: The learner is able to create, interpret and present work in each of the art forms.
2. Reflecting: The learner is able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.
3. Participating and Collaborating: The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.
4. Expressing and Communicating: The learner is able to analyse and use multiple forms of communication and expression in Arts and Culture.

Life Orientation

It guides and prepares learners for life and its possibilities. Life Orientation equips learners for meaningful and successful living in a rapidly changing and transforming society. Life Orientation develops skills, knowledge, values and attitudes that empowers learners to make informed decisions and take appropriate actions regarding:

- Health promotion
- Social development
- Personal development
- Physical development and movement
- Orientation to the world of work

Outcomes

1. Health Promotion: The learner is able to make informed decisions regarding personal, community and environmental health.
2. Social Development: The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.
3. Personal Development: The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his world.
4. Physical Development and Movement: The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.

5. Orientation to the World of Work: The learner is able to make informed decisions about further study and career choices.

The KDA program is used in Gr 1-3 to promote movement and physical development.

Economic and Management Sciences

Economic and Management Sciences involves the study of private, public or collective use of different types of resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and people.

It deals with:

- The nature, processes and production of goods and services.
- The South African economy and socio-economic systems in different countries.
- Investment and financial management and planning skills, either for private, public or collective ownership.
- Entrepreneurial skills and knowledge needed to manage human lives and environments.

Outcomes

1. Knowledge and Understanding of the Economic Cycle: The learner is able to demonstrate knowledge and understanding of the economic cycle in addressing the economic problem.
2. Understanding of Sustainable Growth and Development: The learner is able to demonstrate an understanding of sustainable growth, reconstruction and development, and reflect critically on related processes.
3. Managerial, Consumer and Financial Knowledge and Skills: The learner is able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills
4. Entrepreneurial Knowledge and Skills: The learner is able to demonstrate entrepreneurial knowledge, skills and attitudes.

Technology

The use of knowledge, skills and resources to meet people's needs and wants by developing practical solutions to problems while considering social and environmental factors.

Outcomes

1. Technological Processes and Skills: The learner is able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.
2. Technological Knowledge and Understanding: The learner is able to understand and apply relevant technological knowledge ethically and responsibly.mes
3. Technology, Society and Environment: The learner is able to demonstate an understanding of the interrelationships between Science, Technology, Society and the environment over time.

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Chairman RBPS Governing Body