



***At Roding, we are 'Free to Achieve.'***



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

## **British Sign Language**

### **Curriculum Intent**

At Roding Primary School, the intent of our British Sign Language (BSL) curriculum is to provide all pupils with the opportunity to acquire a lifelong skill, fostering communication, inclusion, and an appreciation of the Deaf community and its culture. Our BSL curriculum is carefully sequenced to build upon prior knowledge, ensuring students develop a strong foundation of sign vocabulary and language patterns, progressing systematically through increasingly complex concepts. There are structured opportunities throughout the curriculum for pupils to revisit and reinforce prior learning, helping to deepen their understanding and ensure that signs and linguistic structures are committed to long-term memory.

Through this curriculum, pupils will:

- Acquire and apply technical vocabulary, focusing on core signs related to everyday life.
- Engage in conversations, both formally and informally, developing the ability to communicate using expressive and receptive BSL skills.
- Describe people, places, things, and actions, improving their descriptive and narrative signing skills.
- Build confidence in using BSL in a range of contexts, from basic greetings and everyday exchanges to more complex dialogues.
- Develop an awareness of Deaf culture and how BSL plays a vital role in communication within the community.

The curriculum challenges students by gradually introducing more advanced linguistic features of BSL, such as classifiers, non-manual features (facial expressions), and topic-comment structure, allowing for a deep understanding of the language.

### **Curriculum Implementation**

The BSL curriculum at Roding Primary School is implemented through a progressive learning journey that provides students with the tools and resources they need to develop their signing skills. The scope of coverage includes:

- **Key Stage 1:** Pupils are introduced to basic signs and simple phrases, focusing on everyday vocabulary such as greetings, family members, food, and colours.

Emphasis is placed on the acquisition of technical vocabulary and the ability to recognise and produce signs correctly.

- **Lower Key Stage 2:** Pupils begin to explore more complex vocabulary and language structures. They learn how to describe people, places, and actions in detail. Pupils practice engaging in simple conversations using BSL, responding to questions, and expressing their thoughts and opinions. There is an increased focus on facial expressions and body language, which are critical to conveying meaning in BSL.
- **Upper Key Stage 2:** Pupils are challenged to develop greater fluency and accuracy in their signing. They engage in longer conversations, using a wider range of vocabulary and more advanced linguistic structures such as classifiers and directional verbs. Pupils also explore Deaf culture and history, gaining insight into the role of BSL in the Deaf community. Throughout the units, pupils continue to revisit earlier content to consolidate and expand their knowledge.

Key strategies for implementation include:

- **Interactive lessons:** Lessons are highly engaging, incorporating visual demonstrations, videos of native BSL users, and opportunities for pupils to practice signing with their peers and teachers.
- **Frequent opportunities for practice:** Pupils are given regular opportunities to practice and apply their skills through partner work, role-playing, and signing activities embedded in daily routines.
- **Use of technology:** Videos, apps, and interactive platforms are used to supplement in-class learning and allow pupils to practice their skills at home.

Our BSL lessons are delivered by Communication Support Workers (CSWs) that are Deaf/Hard of hearing and are Level 6 Qualified in BSL to ensure expert teachers are delivering high quality content.

The inclusion of the school's Deaf provision is a vital part of the curriculum. Pupils are provided with real-world opportunities to communicate with Deaf peers during structured social times and activities, reinforcing the practical application of their learning in natural social settings. These opportunities foster a deep sense of empathy and understanding of Deaf culture.

## Curriculum Impact

The impact of the BSL curriculum at Roding Primary School is visible through the confident communication skills of our students, both in the classroom and in wider social contexts. Pupils demonstrate a strong grasp of technical vocabulary, enabling them to express themselves clearly and confidently in BSL. The opportunity to apply their knowledge with deaf peers further strengthens their learning, promoting not only language acquisition but also the development of meaningful relationships.

Through our carefully sequenced and revisited curriculum, students make consistent progress, with measurable outcomes at each stage. By the end of Key Stage 2, pupils will:

- Have a strong command of BSL vocabulary, including the ability to describe people, places, and actions fluently.
- Demonstrate a sound understanding of BSL grammar and language patterns.
- Engage in conversations using BSL with increasing fluency and confidence.
- Apply their BSL skills in real-life contexts, both in and outside of the classroom, particularly with deaf peers at school.

Additionally, pupils will develop an appreciation for the role of BSL in fostering inclusion and communication within diverse communities. The inclusive nature of our curriculum helps cultivate empathy, respect, and a sense of social responsibility among our students, preparing them to contribute positively to an increasingly diverse society.

Finally, the high quality of teaching, delivered by qualified Teachers of the Deaf and Communication Support Workers, ensures that all students—whether hearing or Deaf—are challenged appropriately, and that their learning is effective and meaningful.