

## **Curriculum Policy**

<b><u>Name of School:</u></b>	St Mary's C of E Primary School
<b><u>Date of Policy:</u></b>	October 2021
<b><u>Member of Staff Responsible:</u></b>	Governing Body Policy
<b><u>Review Date:</u></b>	September 2023
<b><u>Consultation:</u></b>	This policy has been drawn up by the staff at St Mary's School.

### **School Vision Statement:**

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'

## **1 Introduction**

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the values curriculum; this is when the children learn from the past, the world around us and ourselves as individuals, to grow and develop moral views about how we wish to be treated and how we wish to treat others. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun and bringing out the best in each other so that 'all may know life in all its fullness' (John 10:10).
- 1.3 We use research, pupil voice and teacher experience and expertise to structure the learning in our curriculum so that key knowledge, vocabulary and skills are embedded as children progress through the school. These key skills include the learning behaviours needed to be an independent and reflective learner.

## **2 Values**

- 2.1 Our school curriculum is underpinned by Christian values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:
  - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
  - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will meet the needs of all our children, and ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### 3 Curriculum Intent – Vision and Aims

#### 3.1 Our curriculum Vision (Intent) Statement:

Our curriculum is intended to equip our learners for the **challenges** which lie ahead of them in the next stages of their education and in the **world beyond**. We want to ensure that every child leaves our school with the **academic skills** needed to succeed and that they demonstrate high quality **learning behaviours** which will sustain them in their **future** lives. The curriculum is rooted in our core Christian values and is designed to support children in becoming **individuals** who are compassionate and able to communicate and collaborate effectively in the community that surrounds them. The **moral basis** of our curriculum, which challenges our learners with big questions, prepares them to become **positive role models** and open-minded **global citizens** who are able to **take their place** in modern society.

#### 3.2 The aims of our school curriculum are:

- To develop in our pupils a moral compass that enables them to bring positivity to the school and their community;
- To support children to find themselves in their learning and to identify personally with the curriculum that is delivered;
- To ensure that we reflect Christian values and belief in all aspects of our work;
- To enable all children to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire the core skills that enable them to thrive beyond our school and enjoy lifelong learning;
- To enable children to learn the basic skills in English, Maths and Computing to unlock the rest of their learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and the heritage backgrounds of our school community;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum and our school designed Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to understand their rights as global citizens;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

### 3.3 How we created our curriculum:

We have designed the curriculum through collaboration with other schools and by talking to our pupils about what they enjoy and want to learn about. As our aim is to create global citizens, we want to ensure that our 'Learning Projects' enable children to learn the knowledge that the national curriculum sets out and also allow us to teach our children the values that are drivers for our whole school community. In order to fulfil our school mottoes: *'Life in all its fullness'* and *'Bringing out the best in each other'*, we use the teachings of Jesus to explore, learn about and demonstrate Christian Values. Studying values, such as loyalty, allows us to make links between areas of learning easily and to connect knowledge and skills to the world around us. Creating these links between areas of learning is also based on our research into Solo (Structure of the Observed Learning Outcome) Taxonomy and ensuring depth in learning is achieved.

## 4 Our Curriculum Structure and Implementation:

- 4.1 We have broken the year down into three Learning Projects; these projects each have driving subjects where the knowledge and skills for this subject are the main focus. Each Project also has project values which will be used to link the learning and to ask 'Big Questions'. Vocabulary development is central to our work; we have planned vocabulary that we want all children to learn and use in relation to their projects. Representation of diversity in our curriculum is key to opening the world for all our pupils and as such, we make curriculum choices based on this understanding.

Autumn Term	Spring Term	Summer Term
Discover	Explore	Express
During this project, the driving subjects are History and Computing. We learn about the past and reflect on how it impacts us now. We also learn how to share this learning with others.	During this project, the driving subjects are Geography and Design & Technology. We learn about real-world issues and how we can make a difference, learning about different places and communities and how technology can improve people's lives.	During this project, the driving subjects are PSHE and Relationships, Music and Art & Design. We learn about how others express themselves and how we can express ourselves using a range of media to share our self-expression with others.

### 4.2 Curriculum Leadership:

Through our medium-term plans, we give clear guidance on the objectives, teaching strategies and sequence of learning for each project. The Curriculum Leader, Senior Leaders and Subject Leaders are explicitly involved in the planning of Learning Projects, Project Questions, Values and Vocabulary – alongside the key knowledge and skills required for each subject and project. This planning enables Leaders at all levels to effectively plan, review and evaluate our curriculum and its impact on the pupils.

### 4.3 Core Subjects:

Our English teaching is linked to our learning projects and offers opportunities for children to write with real purpose and impact. Mathematics, Science, Computing, French and Physical Education are taught discreetly but where there are real opportunities to create links – we do. Religious Education (learning about and from world faiths) is used as a driver to teach our project values at the start of each project and also maintains the school's distinctive Christian character by continuing to learn about and from the Christian faith at major festival times. We explore the project values by studying Christian, Muslim, Sikh, Hindu, Jewish, Buddhist and Humanist beliefs, traditions and rituals.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. It is also at this point that we sequence the learning of different groups of chdn to maximise the opportunities to enhance progress using school strategies – Class Action, Class Challenge and Class SEN.

4.4 Projects, Questions, Values, Drivers and Themes:

Autumn Term - Discover					
Year	Big Question	Project Values	Sunshine 6 Value	RE Driver	Project Theme
1	Whose responsibility is it to care for others?	Equality, Strength, Service, Responsibility	Compassion	Sikhism caring for others and sharing what you have	Significant Historical Figures
2	Do individuals change communities?	Tradition, Identity, Community, Change	Compassion	Comparing the features of Eid-al-Fitr and Christmas. What are the key features of these festivals for Muslims and Christians.	Changes in living memory – our local area.
3	Can people always make their own choices?	Choice, Democracy, Equality, Fairness	Respect	Understanding the moral aims of Hinduism. How Hindus worship and an example of Hindu teaching – Ghandi.	Ancient Greece
4	Do you have to be a leader to make a difference?	Service, Power, Change, Belonging	Courage	What does it mean to belong to the Sikh community? The leadership of the Gurus and the formation of the Khalsa – understanding the 5 Ks.	Celts and Romans
5	Does History remember everyone fairly?	Power, Fairness, Justice, Influence	Respect	How do Christianity and Hinduism compare in the way that people worship? Who owns a Church and Mandir? What is Dharma and respectful living?	Ancient Egypt
6	When should we advocate for others?	Strength, Duty, Choice, Freedom	Courage	How does religion help when times get hard? Comparing Islamic and Christian beliefs about judgment and the concept of heaven.	World War II and the Commonwealth

Spring Term - Explore					
Year	Big Question	Project Values	Sunshine 6 Value	RE Driver	Project Theme
1	What makes a house a home?	Belonging, Compassion, Equality, Integration	Perseverance & Respect	Who is the prophet Muhammed and why is he important to Muslims? What can we learn from him about how people should be treated? How do Muslims show	<b>Geography Context:</b> Mapping Skills and Settlements. <b>Design Technology Context:</b> Bulbs and buzzers.

				compassion, belonging and respect?	Creating homes.
2	Whose responsibility is it to look after the air we breathe?	Responsibility, Fairness, Choice, Consequence.	Compassion	Why and how are some books holy? What makes these books special to Sikhs and Muslims? How do Sikhs, Muslims and Christians show respect to these books?	<b>Geography Context:</b> The Rainforest, Deforestation, Renewable energy  <b>Design Technology Context:</b> Vehicles
3	How does food bring us together?	Community, Sharing, Choice, Happiness	Compassion	What is the Langar and why is it important in the Sikh faith? How do Sikhs feel responsible for the community around them? To explore the key beliefs of Sikhs, their holy text, the Gurus and their place of worship.	<b>Geography Context:</b> Food distribution  <b>Design Technology Context:</b> Cooking and Nutrition
4	How can our choices improve our future?	Sustainability , Change, Belief, Choice	Perseverance	Judaism: my life, my religion. Exploring Yom Kippur and Rosh Hashanah. What can we learn about and from Pesach (Passover). How do Jews: show gratitude for what they have, reflect on their choices, make decisions? (The ten commandments.)	<b>Geography Context:</b> Renewable energy  <b>Design Technology Context:</b> Building a prototype wind turbine
5	How can we overcome challenges facing our world?	Duty, Aspiration, Vision, Responsibility	Courage	Studying the values behind and aims of: Islamic Relief and Christian Aid. Learning from these religiously based charities to explore our own sense of stewardship and common good. Learning about the 5 Pillars of Islam (Zakat).	<b>Geography Context:</b> Water quality  <b>Design Technology Context:</b> Recycling plastic and sustainable living.
6	How do communities work together to face adversity?	Adversity, Resilience, Hope, Community	Respect	In Islam and Judaism how do believers pray? What prayers and rituals are key to these faiths? How does faith help people to face adversity? Jewish visitor: How does the community support each other to face adversity?	<b>Geography Context:</b> Water Stress  <b>Design Technology Context:</b> Protecting homes for water & Accessing water

Summer Term - Express					
Year	Big Question	Project Values	Sunshine 6 Value	RE Driver	Project Theme
1	How can we manage our feelings?	Choice, Consequences,	Forgiveness, Honesty	What do Christians believe God is like? Exploring the values and choices that Christians make based on their understanding of God.	<b>PSHE &amp; R</b> - Understanding and naming emotions <b>A&amp;D</b> - Collage and Texture <b>Music</b> – Story Soundscapes
2	How does what we show on the outside reflect what is on the inside?	Influence, Choice, Care, Responsibility	Courage	Beginning to learn about Judaism. What are the key beliefs and practices that members of the Jewish community follow?	<b>PSHE &amp; R</b> - Knowing how we can manage our emotions and help others to do this too. <b>A&amp;D</b> - Portraits, Photography, Printing, Painting <b>Music</b> - Expressing feelings through music
3	What makes a family?	Care, Love, Belonging, Trust,	Respect	What symbols and stories help Jewish people remember their covenant with God?	<b>PSHE &amp; R</b> - The importance of values of families and how different families look different. <b>A&amp;D</b> - South American Folk Art <b>Music</b> – Music about families, Music Appreciation, Rhythm and Pulse, Evaluation, Composition.
4	Is identity how others see us or how we see ourselves?	Identity, Pride, Self-Respect, Belonging	Compassion	Learning more about Hindus. How do they identify themselves and how do they seek karma.	<b>PSHE &amp; R</b> - Self-respect and self-image. Respecting and valuing each other. <b>A&amp;D</b> – Representing self through art. Mackenzie Thorpe – portraits. <b>Music</b> – Music Skills explored through Music as an expression of identity.
5	How can empathy for others and self-knowledge nurture personal wellbeing?	Empathy, Contentment, Strength, Patience	Compassion	What do Humanists believe? How does the Humanists goal of finding happiness impact on the way that they behave and the choices that they make?	<b>PSHE &amp; R</b> - Mental Health and Wellbeing <b>A&amp;D</b> - How artists use colour and images to express emotions <b>Music</b> - Music Skills explored through Music as an expression of emotions.
6	How can we use our values to shape our future choices?	Choice, Strength, Individuality, Value (worth)	Courage	Learning about Buddhism. How did Buddha teach his followers to find enlightenment?	<b>PSHE &amp; R</b> - Transition and Self-worth. <b>A&amp;D</b> – Mexican Festival Dia de los Muertos. <b>Music</b> - Music Skills explored through Music as an expression of who we are.

## 5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.
- 5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having

special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation – universal strategies. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.

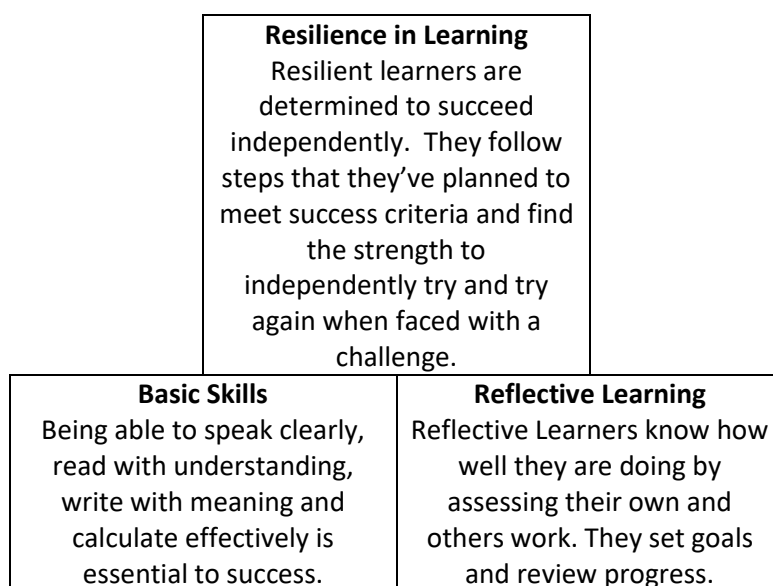
- 5.3 The school provides SEN targets that are reviewed every half term for impact and improvement. These are for chdn who require targeted support to make progress, those who need specialist support to make progress and those with an Education Health Care Plan.
- 5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **6 Early Years Foundation Stage**

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in this document, and on developing children's skills and experiences.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. The Characteristics of Effective Learning are immersed fully in the provision that we make for our pupils. Teaching in the reception class builds on the experiences of the children in their pre-school learning and the document 'Birth to 5' is used alongside school documents to support planning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3 The continuous provision in our EYFS is used to target, stimulate and challenge pupils in their learning. Enhancements are made to the provision to enable us to target particular aims and objectives and objective led planning is used by adults to facilitate positive interactions that move chdn on in their learning and focus on progress.
- 6.4 We are well aware that all children need the support of both parents and teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Regular updates are shared with parents and they are invited to contribute to our school records and assessments by sharing what they know about their child.
- 6.5 Assessment in the EYFS is used in both a formative and summative way. The statutory baseline is carried out in September and then a school baseline of all prime and specific areas of learning is complete by the Autumn Half Term. This baseline is used to target areas of learning that require most focus in our teaching and in the continuous provision. The children are assessed in February and June to monitor and extend their progress.

## 7 Key skills

7.1 At St Mary's, our curriculum is driven by the following pyramid of skills. These are the skills that children learn and develop as they study the knowledge planned for them through our 'Learning Projects'.



## 8 The role of the Curriculum and Subject Leader

8.1 The role of the curriculum leader is to:

- Set the vision and intent for the school's curriculum, liaising with the school community;
- Lead Subject leaders in the cycle of: planning, delivery, work scrutiny, pupil voice, data evaluation and improvement planning, CPD provision and evaluation of impact;
- Manage the workload of Subject Leaders and staff to ensure maximum improvement whilst being mindful of the amount of 'change' or improvement;
- Ensure subject leaders are provided with time to carry out leadership activities and to minimise workload for these leaders;
- Evaluate the effectiveness of the school's curriculum and the impact on learners;
- Make reports to governors and the Headteacher.

8.2 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- lead CPD for staff in this area;
- be an expert in their subject;
- lead planning for the subject and provide support and resources that minimise teacher workload;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school asks members of staff to assume the post of subject leaders to lead individual national curriculum subjects.

All subjects are represented which therefore provides a forum for each leader to discuss school improvement in relation to their subject. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.



## **9 Impact - Monitoring and review**

- 9.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school's vision for the curriculum is implemented, monitored and how impactful it has been. This committee meets 3 times per year as part of a broader cycle of review and development.
- 9.2 The Curriculum Leader is responsible for reviewing the curriculum and making reports to both Governors and the Headteacher. An overall Curriculum Self Evaluation Form is used to clearly evaluate how well the curriculum is meeting the intentions laid out in the school's curriculum vision. Alongside other curriculum leaders and with the support of the Assessment Leader, the Curriculum Leader ensures that Leadership of Subjects is robust. This is maintained via a thorough process of planning, delivery, work scrutiny, pupil voice, data evaluation and improvement planning. Leaders and teachers regularly plan and evaluate together and knowledge, skills and pedagogical discussion is fostered and encouraged.
- 9.3 Subject Leaders all create a subject Self Evaluation Form which is used to facilitate a dialogue about vision, implementation, impact and improvement with the Curriculum Leader and other school leaders. Subject leaders also monitor the way in which their subject is taught throughout the school (using the above processes). They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.
- 9.4 This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.