

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Curriculum Policy #4

The *Curriculum Policy* was reviewed during the Autumn Term 2019
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	25.11.2019
REVIEW DATE:	September 2020
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SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School</i> <i>Assessment for Learning</i> <i>Calculation Policy</i> <i>Charging & Remissions Policy</i> <i>Curriculum Handbook</i> <i>Curriculum Map (Knowledge & Skills)</i> <i>EYFS Policy</i> <i>Handwriting Policy</i> <i>Home-Learning Policy</i> <i>Feedback & Marking for Learning Policy</i> <i>National Curriculum (2014)</i> <i>Online Safety Policy</i> <i>PE & Sports Grant Plan</i> <i>Planning for Learning Policy</i> <i>Presentation Policy</i> <i>Pupil Premium Strategy</i> <i>Relationship & Sex Education Policy</i> <i>Special Educational Needs Policy</i> <i>Teaching for Learning Policy</i> <i>Visitors Policy</i>

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Introduction

As a Church of England School we believe that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

Our school fully supports the vision for education, as outlined by the Church of England (*Church of England Vision for Education - Deeply Christian, Serving the Common Good. Autumn 2016*).

This vision offers human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. There are four basic elements running through the whole approach. Together they form an 'ecology' of the fullness of life, each in interplay with all the others.

The Church of England's vision is worked out theologically and educationally through four basic elements: wisdom, hope, community, and dignity.

Educating for wisdom, knowledge and skills: *enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.*

Educating for hope and aspiration: *enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.*

Educating for community and living well together: *a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.*

Educating for dignity and respect: *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

Purpose

The purpose of the Curriculum Policy is to:

- fulfil the aims of the school through a consistent approach to delivering the curriculum for pupils in Key Stage 1 and 2
- deliver the requirements of the [National Curriculum](#)
- deliver the requirements of the RE Curriculum as determined by the local Standing Advisory Council on Religious Education ([SACRE](#)) and [Understanding Christianity](#)
- provide broad, balanced and effective learning experiences for all our pupils
- ensure progression of the curriculum
- raise standards of attainment
- ensure the curriculum is active and relevant for pupils.
- ensure the curriculum accessible, engaging and memorable for all pupils.

It makes explicit to all teaching staff, the shared and agreed:

- **intention** of the curriculum at Stratford-sub-Castle Primary School
- strategies for **implementing** the curriculum at Stratford-sub-Castle Primary School
- parameters for evaluating the **impact** of the curriculum at Stratford-sub-Castle Primary School

See *EYFS Policy for details of the curriculum in the Early Years.*

Implementation

The Headteacher has overall responsibility for the implementation, management and monitoring of *Curriculum Policy*. The Curriculum Leader supports colleagues in the day-to-day implementation of the policy; however, it is the shared responsibility of all teachers to ensure that a broad and balanced curriculum is delivered.

Statement of Principles

The curriculum comprises of **all** the learning experiences planned and unplanned for each pupil at our school. We offer a curriculum which is balanced, broadly based and offers depth as well as breadth of knowledge. It is our intention to weave common strands throughout the whole school and all subjects; so that pupils are prepared for the opportunities, responsibilities and experiences of their lives now and in the future. Ensuring that learning builds on prior knowledge and skills, is progressive throughout the school thereby promotes '*Life in all its fullness*'.

These strands are:

- Reading
- Spiritual, Moral, Social and Cultural Development (SMSC)
- British Values
- Christian Values
- Rights & Responsibilities as Global Citizens
- *Learning to Learn* (Building Learning Power)
- Vocabulary Development
- Physical Development
- Mental health & well-being including personal safety

Curriculum

What is the National Curriculum?

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils for the opportunities, responsibilities and experiences of later life.

Aims (taken from the National Curriculum)

3.1 The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

3.2 The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Structure (taken from the National Curriculum)

3.3 Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages

3.4 The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.

The structure of the National Curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Religious education	✓	✓
Sex and relationship education		
<p>From 2020, the following subjects will become compulsory in applicable schools in England.</p> <ul style="list-style-type: none"> relationship education in primary schools health education in state funded primary schools <p>At Stratford-sub-Castle CE Primary School we teach PSHE (Personal, Social, Health & Economic) using the <i>Jigsaw</i> scheme of work. We also choose to teach sex education as part of our PSHE curriculum. This is not compulsory and will not become compulsory as part of the new curriculum in 2020.</p>		

The National Curriculum is just one element in the education of every pupil. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The Curriculum at Stratford-sub-Castle CE Primary School

We've designed our curriculum:

- to take into account our unique historical and geographical location, as well as the wonderful natural environment around us. Although we are socially diverse, we are not culturally diverse. We want to develop our curriculum to increasingly extend our pupils' horizons and help them to know about and understand that the village of Stratford-sub-Castle, the city of Salisbury and the county of Wiltshire are part of a much, much bigger world. A world which is ever more connected and interconnected.
- to be active and relevant (including first-hand experiences) in response to the varied needs of our pupils and the high number of pupils who require a nurturing environment
- to be motivating so that pupils maintain their love of learning into the next phase of their education.

The [Curriculum Map](#) has been formed by looking at the requirements for each year group and key stage in the National Curriculum. This forms a three year rolling programme:

- Lower School (Years 1, 2 & 3)
- Upper School (Years 4, 5 & 6)

The 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 National Curriculum, but also the range of extra-curricular activities which the school organises in order to enrich and extend the experiences of our pupils. It also includes explicit learning to learn strategies and vocabulary.

The curriculum also includes the *hidden curriculum*, or what pupils learn from the way they are treated, treat each other and expected to behave. We teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

The curriculum is underpinned by the values that we hold at our school. These include *Christian Values* and *British Values*. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives both now and in the future.

Each term the learning for each class is woven together into a topic. The teacher takes account of the requirements of the National Curriculum, the needs and interests of the pupils in their class and topical events. The learning in each subject is linked to prior knowledge and our curriculum strands. Discrete subjects are taught as necessary.

Educational Visits & Visitors

At Stratford-sub-Castle CE Primary School, we value the importance of first-hand experiences. The aim of educational visits is to enhance the pupils' learning for deeper understanding.

Educational visits can range from 'Welly Walks' around the local area to trips further afield such as The Science Museum and V&A in London. Every two years, pupils from Years 5 & 6 are provided with the opportunity to take part in a residential trip.

We also invite visitors into school to lead sessions. The aim of welcoming visitors into school is so that they may share their knowledge, skills, experience and expertise with our pupils, first-hand.

The cost of educational visits and visitors can range in costs. Some of these costs will be funded by the school and some by parental donations (*see Charging & Remissions Policy*).

At every Curriculum & Standards Committee Meeting, an item on the Agenda is always 'Educational Visits' to discuss recent trips and impact.

Curriculum Monitoring and Review Evaluation

Curriculum Monitoring and Review Evaluation is essential for the planning and development of the curriculum.

The Head teacher is responsible for the overall curriculum. The Curriculum Development Leader reports to the Head teacher.

The Curriculum Development Leader supports Curriculum Leaders and their team to monitor and evaluate their subject. The Curriculum Leaders share the outcomes of their monitoring with staff and governors. They also meet with governors to discuss subject development and to evaluate the impact of subject specific learning across the school. Curriculum Leaders may also provide training, support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the Curriculum Leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. The Curriculum & Standards Committee focus on the milestones of the School Improvement Action Plan as well as reviewing reports from governors on subject visits.

Summary

<u>Intention</u>	<p>A curriculum which is balanced, broadly based and offers depth as well as breadth of knowledge. It is our intention to weave common strands throughout the whole school and all subjects; so that pupils are prepared for the opportunities, responsibilities and experiences of their lives now and in the future. Ensuring that learning builds on prior knowledge and skills, is progressive throughout the school thereby promotes '<i>Life in all its fullness</i>'. To make the National Curriculum accessible, engaging and memorable for all pupils by ensuring it takes advantage of our unique historical and geographical location, as well as the wonderful natural environment around us.</p>
<u>Implementation</u>	<p>The National Curriculum forms a bedrock of everything we do. The NC has been carefully mapped-out to ensure coverage and progression across the school. Strands have been identified to weave through the whole curriculum and subjects. Teachers use schemes of work to support planning. Curriculum Leadership teams feed into a whole-school approach to curriculum planning.</p>
<u>Impact</u>	<p>Do pupils talk about their learning with enthusiasm? Can pupils make links between and within subjects? Do pupils build on their prior learning? Are pupils enthusiastic about learning when they leave in Year 6? Do pupils exhibit independent learning strategies?</p>