



## Curriculum Policy



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## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Use a range of styles and techniques to foster engagement
- Provide a purpose for learning through creative links and 'real life' application
- Develop pupils' independent learning skills and resilience, to equip them for their future
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provides 'life experiences' that pupils may otherwise not have the opportunity to take part in
- Support a positive, caring attitude, where achievements at all levels are acknowledged and valued while promoting high expectations and a desire to improve and develop.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Head teacher**

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate.

The school's procedures for assessment meet all legal requirements

The Governing Body is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

A member of the SLT has responsibility for the curriculum overview and management; including whole school curriculum projects and events.

Subject Leaders liaise with the Curriculum Lead to ensure subjects meet our curriculum aims; monitoring planning, teaching and outcomes through DER drop ins.

Teachers plan and teach lessons, within and across subjects, that are tailored to the needs of their pupils and promote progress in the development of knowledge, understanding of concepts and acquisition of skills.

## **4. Subject Leaders**

The role of coordinators is largely to ensure the curriculum is being delivered in a way which meets the learning objectives and inspires and motivates the children.

These responsibilities will include:

- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
- To be responsible for the implementation of the policy documents and to monitor the teaching and learning and the development of the subject throughout the school.
- To evaluate continuity, breadth and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To keep up to date with current developments in the subject field in primary education through reading, courses and visits.

## **5. Creative Curriculum**

At Bedlington Station Primary School our Creative Curriculum is at the heart of Teaching and Learning. Each exciting integrated half term inspires children to think, explore, try and learn. Our curriculum has been adapted from Mantle of the Expert philosophies.

### **5.1 A Purposeful Curriculum**

Mantle of the Expert works by the teacher planning a fictional context where pupils take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on a assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.

Pupils are introduced to a new role and 'boss' each half term. For example, a class may be working as TV producers commissioned to create a TV show about the Ancient Egyptians. To complete the commission, the students will need to research ancient Egyptian history – finding out about tombs, artefacts, and rituals – and, in the process, will study wide areas of the curriculum including, History,

Geography, Art, Design and RE, as well as developing skills in reading, writing, problem solving, and inquiry. This approach helps pupils develop the skills, knowledge and processes that help them to become independent learners who are also able to collaborate effectively in problem solving situations.

## **5.2 Flexibility**

While always well planned, this approach offers flexibility in tailoring teaching to meet the specific needs of a cohort through a mixture of both cross-curricular and discrete teaching of subjects. National Curriculum objectives are linked across all subjects to allow this. Subject specific information can be found in Appendix 1.

Staff are free to employ a range of lesson formats to achieve their desired goals. Traditional 'serial' lessons and 'rotation' lesson (carousels) systems are both used effectively across the school at the discretion of teachers.

## **5.3 Curriculum Resources**

School curriculum 'topic boxes' and 'book boxes' with specific resources and books matched to each curriculum context are accessible in school to support curriculum delivery.

## **5.4 Curriculum Additions**

### **Sex and Relationship Education**

SRE forms part of our curriculum. We use 'Jigsaw', the mindful approach to PSHE across KS1 and KS2 to deliver focussed PSHE development. Jigsaw places a strong emphasis on developing positive relationships (see Sex and Relationship Education Policy).

### **Spiritual, Moral, Social and Cultural Development**

The Spiritual, Moral, Social and Cultural Development of our pupils underpins our curriculum. When planning contexts staff consider opportunities to develop pupils SMSC experience through exposure to a range of positive social and cultural interactions, thoughtful discussions and thought provoking experiences.

### **British values.**

Bedlington Station Primary School is committed to serving its community and surrounding areas. We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role our schools play in promoting these values. We are a school for all. Our website includes a statement which outlines the key British values we actively promote and how we do it.

<http://bedlingtonstationprimaryschool.co.uk/british-values>

## **5.5 Curriculum Projects**

As part of our ongoing, context driven curriculum, our school comes together, usually once annually, to take part in a whole school curriculum project. These projects are an opportunity for the whole school to learn under a single Mantle of the Expert inspired scenario. Whole school curriculum contexts are designed to allow teachers to incorporate the objectives that would be covered anyway. Staff come together to develop the context and the world of the scenario. During these projects the school environment is adapted to fully immerse the children in their new role. This often includes covering school displays with context related artwork or posters, rearranging classrooms to match the context and re-designating room use for a period.

During curriculum projects, children do not wear uniform – instead each class wears coloured t-shirts provided by school. This coupled with ID badges, a 'new boss' and further independence to manage their time give children a sense of purpose and importance. Previous curriculum project work can be viewed at

<http://bedlingtonstationprimaryschool.co.uk/curriculum-projects>

## **5.6 Planning expectations**

Key skills and progress in activities are mapped out across KS1 and 2 for all Foundation Subjects. This forms part of our curriculum long-term plan which outlines contexts for each year group and the subjects taught. Not all subjects are taught within each context though curriculum coverage is achieved over each year.

Teachers create a Medium-term plan for each context. This outlines the specific objective to be taught for each half-term and possible activities that can be used to achieve this. These objectives and activities fit under the umbrella context and can be used and adapted in the Short-Term. Short-term planning is the more detailed and is used as a working document. Short-term planning can be adapted and modified to meet the changing needs of the cohort. This planning should link objectives to planned activities, highlight planned outcomes and include information about the role of support staff within lessons.

See our EYFS policy for information on how our Early Years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Statement of Equality Information and Objectives, and in our SEN Policy and Information Report.

## 7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with the School Council
- Website scrutiny
- Working groups with staff

SLT and Subject Leaders monitor the way subjects are taught throughout the school through:

- DER drop ins;
  - Planning scrutinies
  - Book scrutinies
  - Short observations
  - Pupil questionnaires
- Pupil discussions
- Sample assessments
- Learning walks

The Curriculum Lead and Subject Leaders also have responsibility for monitoring the way in which resources are acquired, stored and managed.

The Head Teacher and teaching staff will review this policy annually. After every review, the Governing Body will ratify the policy.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy

- Teaching, Learning and Assessment Policy
- SEN policy and Information Report
- Equality Information and Objectives
- SRE Policy
- English and Maths Polices

## **Appendix 1 – Subject Specific Information**

- 1.1 Science
- 1.2 Geography
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- 1.10 Computing
- 1.11 MFL



## 1.1 Science

**Science is about developing children's ideas and ways of working to enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. It promotes respect for the living and non-living. We believe that science should sustain and develop the natural curiosity of children and encourage a sense of awe, wonder and enthusiasm about the world around them as well as preparing our children for life in an increasingly scientific and technological world.**

### Aims

- At Bedlington Station Primary, we aim for all our children to become scientifically literate by developing their investigational skills (observing, measuring, predicting, experimenting, communicating, interpreting, explaining and evaluating) through scientific enquiry.
- We aim to develop the ability of children to use their knowledge in order to understand and make decisions in an increasingly scientific and technological world and express their ideas confidently using appropriate scientific language.
- We aim to encourage positive attitudes by providing our children with an enjoyable experience of science through imaginative, purposeful lessons, so they will develop a deep and lasting interest.
- We aim to build our children's self-confidence to enable them to become independent learners and develop their social skills by encouraging them to work co-operatively with others.
- We aim to foster a sense of wonder and enthusiasm through direct first-hand experience building on the children's natural curiosity.

### Teaching and Learning

At Bedlington Station we believe that good science is occurring in our school when;

- Children enjoy learning about science. It is fun.
- Children learn practically through first hand experiences. They can "see" science happening.
- Children feel confident to ask questions and develop good enquiry skills. They develop their natural curiosity.
- Assessment is used to inform planning. Gaps in learning are identified and appropriate skills developed.
- A range of recording methods are used for the children to display their understanding.
- Investigation skills are developed in each science lesson.
- The science is relevant to children's own lives. It is purposeful.

### **Early Years**

During the Foundation stage, young children are given opportunities within the Early Learning Goals 'Understanding the World' to make sense of their physical world and their own community through opportunities to explore, observe and find out about people, places, technology and the environment. They are given opportunities to gather information and communicate their views. The children will develop their natural curiosity about the world around them.

They recognise that a range of technology is used in places such as homes and schools and can select and use technology for particular purposes.

The children will develop language and vocabulary to describe the world around them developing scientific concepts through structured exploratory play.

### **Key Stage 1 and Key Stage 2**

Science teaching in our school is about engaging and inspiring the children. We adapt and extend the curriculum to match the unique creative curriculum within our school. Science is sometimes taught on a weekly basis. However, some topics are more suited to teaching as a block of work.

The emphasis in our teaching of science is on first- hand experience and we encourage our children to question what they see, encouraging their sense of wonder. It is expected that children will take part in at least two practical science experiments per half term.

The school centers its science teaching on the National curriculum requirements. Each year group follows specified units. These units are either delivered as a discrete science unit or when appropriate as part of our creative curriculum.

Science is taught as part of our creative curriculum This involves developing cross- curricular links with other subjects to make it more relevant to everyday life. This approach allows children to link ideas in meaningful contexts. However, care is taken when planning to ensure links are not tenuous and in some cases, science is taught as a stand- alone subject. In such cases, science is often developed using an imaginative stimulus e.g. a letter to provide a meaningful scenario for learning.

### **Learning Environment**

We acknowledge the vital role the learning environment play in Science education. Our aim is to use displays as a medium to extend the children's thinking.

Displays can be used as

- A starting point for an investigation.
- A means of extending an investigation.
- To extend thinking through provoking questions.
- To display scientific vocabulary.
- To develop problem solving skills.
- To display Class Investigation Book.
- A Wonder Wall

## 1.2 Geography

**Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.**

**The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.**

### **Aims**

Through teaching Geography we aim to:

- stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- be able to apply map reading skills to globes and atlas maps and identify geographical features.
- formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

### **Teaching and Learning**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. Geography often forms a foundation for our creative curriculum approach around which other subjects are introduced.

In Early Years, Geography is an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

### **1.3 History**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

#### **Aims**

Through teaching History we aim to:

- instil a curiosity and understanding of events, places and people in a variety of times and environments.
- develop an interest in the past and an appreciation of human achievements and aspirations understand the values of our society
- support learning about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- develop a knowledge of chronology within which the children can organise their understanding of the past
- understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- distinguish between historical facts and the interpretation of those facts
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

#### **Teaching and Learning**

##### **Curriculum approach**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working. History often forms a foundation for our creative curriculum approach around which other subjects are introduced.

Historical content is arranged in our LTP, across year groups. Skills and content are mapped to each year group to ensure progression.

##### **Experiences**

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. Through our creative curriculum, investment in resources and range of approaches and historical content we ensure that children:

- have access to, and are able to handle artefacts
- go on visits to museums and places of interest
- have access to secondary sources such as books and photographs
- experience visitor talks about personal experiences of the past
- listen to and interact with stories from the past
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- use drama and dance to act out historical events

- are shown, or use independently, resources from the internet and videos
- are able to use non-fiction books for research
- are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

## 1.4 Music

**Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life.**

### **Aims**

To encourage, all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- be motivated to enjoy and succeed in music.
- sing as part of daily routines within school.

### **Teaching and Learning**

#### **Skills and experiences**

In Music opportunities will be created for pupils to:

- listen, appraise, perform and compose in a variety of genres, styles and audiences.
- undertake a balanced programme of activities.
- work individually, in groups or as a whole class
- make appropriate use of I.C.T. to create and record music
- make use of outside agencies, peripatetic teachers, music concerts etc
- make use of audio/visual material
- record findings in a variety of ways.
- learn musical instruments in whole class ensemble lessons.
- participate in small group musical tuition on brass instrument using peripatetic music teacher.
- perform to wider audiences of parents, local community and other schools at end of year productions, assemblies and other events.
- take part in singing through assemblies, class routines and choir group.

#### **Curriculum approach**

- Charanga an online music resource is used in all classes from Foundation Stage to Year 4
- A peripatetic teacher teaches instruments in Years 3,5 and 6.
- Brass instruments are taught in Year 3.
- Steel Pans are taught in Year 5 and 6.
- Lunchtime Mini Brass Band is available weekly for Years 4 and above.
- Lunch time singing club

#### **Singing**

Singing is at the heart of everything we do. Singing is built into daily routines within the school, such as 'tidy up time', lining up and transitions between lessons.

All children are given the opportunity to become 'Singing Leaders'; this involves leading songs within class and assembly time and initiating singing within the playground with children across the school.

Teachers use the 'Sing Up' website to access and use songs as a teaching tool across the curriculum. Our shared playlists allow children across the school to learn songs and sing them together as they enter assemblies. Our school choir meets weekly to rehearse and we perform at various venues throughout the year including the local church, the Christmas Light Switch On and The Sage, Gateshead.

## **1.5 Design Technology**

**Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.**

### **Aims**

In teaching Design and Technology we aim to:

- develop children' designing and making skills, teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- teach children the safe and effective use of a range of tools, materials and components, develop children's understanding of the ways in which people have designed products in the past and present to meet their needs, develop children's creativity and innovation through designing and making, develop children's understanding of technological processes, their management and contribution to society.

### **Teaching and Learning**

#### **Curriculum approach**

Children are taught to develop their Design and Technology capabilities through combining their designing and making skills with knowledge and understanding in order to design and make products. They are encouraged to build on their early childhood experiences of investigating objects around them

D&T activities are planned to be relevant, interesting and enjoyable for all pupils. Tasks should be practical, challenging and achievable.

Excellence in Design and Technology is celebrated through displays of models and design ideas. Sometimes work currently under construction or in the early stages of design is on view so that children can share experiences and information.

#### **Hygiene and Safety**

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

Teachers teach the safe use of tools and equipment and insist on good practice prior to starting the making part of a task. However, safety issues do arise when teaching this subject. These include:

- The use of electrical equipment such as glue guns
  - The handling of food stuffs
  - The use of cooking appliances, including ovens and hobs
  - Contact with sharp objects including wood, nails, needles, saws etc.
  - Awareness of personal safety (jewellery, hair, eye protection)
- It is the duty of all staff to:
- Recognise and assess the hazards and risks to themselves and others when working with food and other materials
  - Take action to control these risks and hazards



## 1.6 Art

**Art makes a major contribution to the emotional and creative development of our pupils. We aim to encourage children to question, reflect and become inspired through studying the works of artists, craft workers and designers from a range of cultures and contexts, time and places. Through their practical experiences with a variety of media, the children will be developing their creative and aesthetic skills. We aim to encourage the children to take a pride in their own achievements and to respect their own and others' work. By looking at the work of other artists, children will be helped to understand that there is no "correct model" and that art is a response to the world around us.**

### Aims

Through teaching Art we aim to:

- enable all children to have access to a varied range of high quality art experiences
- provide an imaginative, innovative and coordinated art programme which will foster enthusiasm for art and design amongst all the children
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- inspire confidence, value and pleasure in art
- cultivate children's aesthetic awareness and enable them to make informed judgments about art and become actively involved in shaping environments
- teach children to express their own ideas, feelings, thoughts and experiences
- develop children's design capability
- enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

### Teaching and Learning

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live. Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings. Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

## **1.7 R.E**

**RE explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is an educational experience which promotes acceptance and understanding and the development of thinking skills. It is of relevance, interest and use to all pupils whether they or their families are members of a faith group or not. It contributes to the development of the pupil and of society itself.**

### **Aims**

**Through the teaching of RE we aim to:**

- develop their knowledge and understanding of, and their ability to respond to, the major world faiths.
- consider questions of meaning and purpose in life.
- learn about religious and ethical teaching, thereby enabling them to make reasoned and informed judgments on religious and moral issues.
- develop their sense of identity and belonging, thereby preparing them for life as citizens in an increasingly diverse society.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- learn about religion and religious diversity.
- develop a sense of awe, wonder and mystery.
- explore concepts of love, forgiveness and sacrifice.
- develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

### **Teaching and Learning**

#### **Curriculum approach**

R.E. is delivered as a discrete subject following the Northumberland Agreed Syllabus for R.E. Teachers plan and teach in line with our agreed LTP. Planning R.E. is a gradual development of knowledge, carefully balanced to ensure progression through the full coverage of the agreed syllabus. The content and nature of R.E. lends itself to an active multi-sensory approach. Pupils are given opportunities to handle artefacts while recognising the sensitivity of such objects. Through watching video recordings of religious events and services and visiting places of worship, they are given the opportunity to reflect on their own experiences and those of others. The teaching of R.E is approached creatively and enhanced through the incorporation of other subjects.

#### **World Faith Coverage**

Early Years: Christianity

Key Stage One: Christianity, Islam and Sikhism

Lower Key Stage Two: Christianity, Hinduism and Judaism

Upper Key Stage Two: Christianity, Buddhism and Humanism

#### **Legal Framework**

Parents have a legal right to withdraw their children from religious education lessons but, as RE is central to the social development of pupils and how they interact with people in the wider world, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

#### **Resources**

Resources for R.E. are held centrally in The Hub.

## **1.8 P.E**

**PE forms a vital contribution to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.**

**Physical activity improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics and swimming. A healthy competitive ethos is encouraged across our school and curriculum.**

### **Aims**

Our aims are to:

- work closely with the SSCo to promote high quality exercise across the school.
- establish an "active school" ethos and environment which will increase activity levels and promote health within and outside the curriculum.
- link curriculum provision to opportunities for further involvement in sport and physical activity before school, during breaks and lunchtime and after school.
- provide the time, space and opportunity for all children to take part in 2 hours of physical activity each week (formal and informal).
- enable the children to find enjoyment and a lasting sense of purpose, achievement and fulfilment in physical activity.
- develop in the children positive attitudes to physical wellbeing including perseverance, fair play and sporting behaviour.
- develop the children's physical skills, giving all pupils the opportunity to reach their potential.
- ensure that all children understand how physical exercise affects the body.
- ensure that children understand the need for safe practice in physical activities and know how to achieve this.
- ensure every child moving on to secondary school can swim 25m and has basic water skills.

### **Teaching and Learning**

We follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum. We work closely with School Sports Coordinators who work with different year groups each half term to deliver specialist PE teaching. Each year group has 2 timetabled Hall slots which can be used for PE when not outside. PE is taught throughout the school year but not all areas of activity are covered each term. There is a mixture of whole class, individual, group and paired work with relevant discussions and demonstrations.

Medium term plans are drawn up in conjunction with specialist PE staff - particularly in the case of Key Stage Two who use the resources available at the local Leisure Centre. Key Stage One teachers plan from the Val Sabin planning resource files.

Key Stage 2 visit Ashington Leisure Centre weekly to take part in a swimming lesson and two PE lessons.

### **Sports Premium**

The additional sports premium funding school receives is used to secure SSP support and enhance the PE and sport provision in school. Specific details can be found on the school website.

### **After school sports**

Sports feature in our after school provision each half term. This is funded through the PE and Sports premium.

## **1.9 PSHE Education**

**PSHE Education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE Education links directly to the Jigsaw scheme of work and SEAD and Drugs/Alcohol Education. PSHE Education also flows through all other curriculum areas.**

### **Aims:**

Through our PSHE Education curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

### **Teaching and Learning**

We use 'Jigsaw' the mindful approach to PSHE Education across the school. This also covers Drug/Alcohol Education. SEAD (Social and Emotional Aspects of Development) is also used to support PSHE Education in the foundation stage. This forms our discrete PSHE Education provision. PSHE Education also links across the curriculum through:

- special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- visitors sharing knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be discussed prior to being shown to the children.

PSHE Education outside of discrete or cross-curricular lessons will be enhanced through:

- assemblies linked, whenever possible, to the relevant Jigsaw theme for that half-term
- celebrating pupils' achievements in our weekly 'Achievement' assembly
- the use of Circle Time activities to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group
- giving opportunities to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- the School Council which gives an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.

## **1.11 Computing**

**Computers are now part of everyday life and play a vital role in our world. For most of us, technology is essential to our lives, at home and at work. The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate, express ideas and present information.**

**The National Curriculum for Computing reflects the developments that have taken place over recent years; shifting focus from children learning how to use computers, to becoming competent and confident analytical thinkers, computer programmers and understanding how technology works. Computing encompasses three main strands, Computer Science, Information Technology and Digital Literacy.**

### **Aims**

Through teaching Computing we aim to:

- provide a relevant, challenging and exciting creative curriculum for all pupils in computing.
- meet the requirements of the national curriculum
- use computing as a tool to enhance learning throughout the curriculum.
- respond to new developments in technology.
- equip pupils with the confidence and skills to use computing throughout their lives.
- enhance learning in other areas of the curriculum using computing.
- develop an understanding of how to safely and responsibly navigate our digital world.

### **Teaching and Learning**

All children are entitled to quality hardware and software, as well as a structured and progressive approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate. A sound knowledge and understanding of computing enables and prepares children to participate fully in our ever changing and evolving digital world.

Key Stages 1 and 2 have a dedicated, weekly Computing lesson. The skills and knowledge taught are outlined in the curriculum LTP. This ensures a balance of Computer Science, Information Technology, Digital Literacy and E-safety across each year.

Key Stages 1 and 2 follow the 'Studio Code' online coding programme.

### **E-safety**

E-Safety has a presence across the curriculum. It is an integral part of our Anti-Bullying strategy and is highlighted regularly. Each year group also has a discreet E-Safety lesson each half term. We use a range of available resources to deliver this content. These resources have been mapped to each year group to ensure progression and appropriateness.

### **Resources**

We acknowledge the need to continually maintain, update and develop resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the Computing subject leader (or IT technician depending) of any faults as soon as they are noticed. Resources if not classroom held centrally in The Hub.

## **1.12 MFL (French)**

**A Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.**

### **Aims**

Through teaching a Modern Foreign Language we aim to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- make young children aware that language has a structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

### **Teaching and Learning**

French is taught across the school. Although not a requirement in Early Years and Key Stage One, we feel that early exposure to another language is important. In the pre-statutory phase pupils are introduced to key vocabulary with a focus on speaking and reading. Games are used to introduce the language. French sessions are kept to a maximum of 20 minutes.

In Key Stage Two the curriculum is based on the guidance given in the National Curriculum. The school uses 'Rigalo' as a based for work in French.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.