



# Curriculum Policy

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## **Introduction**

At Ferndale Primary School we have designed a curriculum based around our key drivers: aspiration, inspiration, inclusion, which underpin the direction and development of all areas of our school life.

We view the design of the curriculum as an evolving and sequential process which takes into consideration: the needs and character of our children including all pupil groups, including those with SEMH needs (Social, Emotional and Mental Health), vulnerable groups and PP (Pupil Premium); the children's prior learning; children's experiences; the community in which school exists and the statutory curriculum (National Curriculum) which ultimately make our children and families feel like they belong to Ferndale, they believe in themselves and they can achieve.

We have designed a curriculum, which teaches what matters to our children so that they know more, remember more and understand more.

## **Community Context and Commitment**

At Ferndale, we are deeply committed to providing a curriculum that meets the needs of our diverse community and empowers every child to thrive, regardless of background.

Our area faces significant deprivation and reflects a rich tapestry of cultures, with over 30 languages spoken.

This diversity is a source of strength and a powerful driver for our curriculum and teaching approach.

We recognise that some of our children face barriers such as:

- Poverty
- Limited language on entry to school
- Dietary factors that can lead to obesity

Through strong community partnerships and multiple sources of support including the Family Hub, Health for Life, access to food and clothing banks, mental health services, and Health Exchange we work to remove these barriers and enable our children and families to thrive.

Supporting Evidence:

*(Source: Sandwell has the highest rate of obesity for 10- and 11-year-olds in England, with over a third of Year 6 pupils classed as obese in 2023/24.)*

*7.18 Evidence (Sandwell's Health Impact Report, Sept 2024) suggests obesity is prevalent among Year 6 children (aged 10–11 years). Current trends show that around 9% of obese 1–2-year-old children will be obese as adults, and around 80% of children obese at 10–14 years will become obese adults, particularly if one parent is also obese.*

## **Values and Vision**

Our commitment to inspiration, aspiration, and inclusion is at the heart of everything we do. We believe in the potential of every child and work tirelessly to ensure they:

- Belong
- Believe
- Are equipped to achieve

Through a curriculum that is both accessible and challenging, we foster pride in who our children are, where they come from, and what they can become.

## **Teaching and Pedagogical Approach**

We take a research-based approach to teaching, using the proven principles of Teach Like A Champion (TLAC) to ensure high-quality, evidence-informed practice that supports both learning and behaviour with a focus on self-regulation and metacognition. This approach helps our children to develop the knowledge, skills, and resilience needed to overcome challenges and realise their full potential.

## **The Ferndale 50 – Enrichment and Experience**

Our Ferndale 50 provides every child with a wealth of personal and extra-curricular experiences, broadening horizons and nurturing a love for learning beyond the classroom. This includes:

- Cultural and creative opportunities
- Sports and outdoor learning
- Visits to places of worship and community engagement

The Ferndale 50 ensures every child experiences success, joy, and curiosity.

### **Sustainability and Climate Education**

We are proud to integrate climate education, our sustainability plan, and whole-school climate action initiatives into the curriculum. These help children:

Understand the importance of environmental responsibility  
Take meaningful action for a more sustainable future

### **Community and Parental Engagement**

We celebrate our local area, using it as a rich resource to connect learning to real life and to strengthen children's sense of belonging.

We work closely with parents and carers, encouraging healthy lifestyles, wellbeing, and connection through shared activities and community events.

Parents are invited to cooking sessions three times a year, which enriches learning and family engagement.

### **SMSC / Fundamental British Values:**

At Ferndale, children are supported to become respectful, reflective and responsible pupils, who value diversity and understand their role within the wider community. Through our curriculum, assemblies, PSHE/RSE, enrichment opportunities and everyday school life, children develop an understanding of democracy, individual liberty, mutual respect and tolerance of different faiths and beliefs. We aim to nurture confident learners who show empathy, celebrate differences and are prepared for life in modern Britain.

### **Curriculum Intent**

At Ferndale Primary School, our curriculum is designed to be ambitious, inclusive and accessible to all learners. It aims to maximise every child's academic achievement and personal development by ensuring they know more, remember more and understand more over time. Our curriculum is carefully sequenced to build secure knowledge, develop subject-specific skills and support long-term retention.

Our intent is underpinned by three key drivers:

#### Aspiration

We provide a knowledge-rich curriculum that is coherently planned and sequenced in line with the National Curriculum. It enables all pupils to acquire age-appropriate knowledge and skills, empowering them to achieve well and reach their full potential across all subjects.

#### Inspiration

We foster a love of learning by nurturing curiosity, creativity and positive learning behaviours. Through our *Learning 9* (confidence, independence, communication, motivation, resilience, co-operation, nurturing, resourcefulness and questioning), pupils develop the attitudes and skills necessary for lifelong learning. Our curriculum is rooted in strong core values: respect, honesty, equality and teamwork and promotes pupils' spiritual, moral, social and cultural development, including a secure understanding of British values.

#### Inclusion

We are committed to a fully inclusive curriculum that meets the needs of all learners, including those with SEND, SEMH needs, pupils with English as an additional language, disadvantaged pupils and those who are most able. Through carefully adapted teaching and a well-sequenced curriculum, all pupils gain the knowledge and cultural capital they need to succeed in life. We promote understanding of diversity, equality and the rule of law, ensuring pupils are respectful, tolerant and prepared for life in modern Britain.

## **2. Curriculum Implementation**

Our 3 school intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the 3 curriculum intentions in the following way:

## Curriculum Implementation

<b>Aspiration:</b>	<b>To devise a curriculum, which results in the acquisition of knowledge and skills, so all children have the subject depth and breadth to build future learning.</b>
<b>Inspiration:</b>	<b>To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</b>
<b>Inclusion:</b>	<b>To build a curriculum, which is accessible to all children at Ferndale and ensures children know right from wrong, celebrate diversity, experience cultural capital and are 'Life Ready'.</b>

- Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding, enhance our curriculum as, and when necessary so that children know more, remember more and understand more.
- Clear and comprehensive schemes of work that are in line with the National Curriculum which provide teachers with resources to enhance learning.
- Knowledge organisers that support planning and provide an accurate and rich cross curricular vocabulary throughout school is in all subjects. This is evident in all learning areas.
- A structure to learning that enhances retrieval of knowledge and provides opportunity for new learning to take place.
- TLAC (Teach like a champion) strategies are implemented to enhance pupil engagement and academic outcomes with a focus on self-regulation and meta-cognition. The use of everybody writes enables all children to build a foundational knowledge and use modelled technical vocabulary in their answers to show understanding.

Self-Regulation: The ability to manage your own behaviour, reactions and emotions in a given setting... to make yourself productive and successful.

Meta-Cognition: An awareness of your own thinking patterns and an ability to plan, monitor, evaluate and make changes to them in order to respond effectively to context.

- The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.
- Characters have been designed that aim to promote our aim of creating scientists, historians, geographers etc. These characters are known by the children and support them in knowing which skills they will be using during lessons to become specialists within each subject.
- Learning experiences enhanced by providing children with opportunities to learn about how our local area relates to topic areas. Our locality and outdoor environments are a valued part of learning within school because it provides opportunity to develop children's curiosity of learning.
- The curriculum is further enriched by the planning of trips/visitors and stunning starts, marvellous middles and fabulous finishers (SS, MM, SS) and our Ferndale 50 that provide first hand experiences to all children and once per term, parents/carers are invited in for these events.

### Teaching Sequence

Ferndale's curriculum is mapped and sequenced to ensure coverage of the National Curriculum, progression of skills and depth of knowledge. Pupils acquire this knowledge cumulatively over time, revisiting key concepts so learning is retained and applied through low stakes quizzes, reviews, formative and summative assessments. Our curriculum is pertinent to our community, and we have introduced deliberate topics that will enable our community to feel a sense of belonging, as well as allowing our children to achieve their full potential and believe in themselves. Leaders check coverage and impact through monitoring, assessment and pupil voice, and ensure that adaptation supports access for all pupil groups without reducing ambition.

It is imperative that children develop their own knowledge of specific skills linked to each subject. As a result, lessons have a clear structure so that children can recap and review previous learning before acquiring new knowledge, the TLAC approach supports this.

### Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention	Intended Impact
<p><b>Aspiration:</b> To devise a curriculum, which results in the acquisition of knowledge and skills, so all children have the subject depth and breadth to build future learning.</p>	<p>Children will know more, remember more and understand more and engage more within curriculum subjects.</p> <p>Children will retain knowledge that is pertinent to curriculum with a real-life context.</p> <p>The majority of children will achieve age related expectations.</p>
<p><b>Inspiration:</b> To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</p>	<p>All children have positive attitudes towards their learning which continues as they move to secondary school and adulthood.</p> <p>Children know how they learn best and use this knowledge in their day-to-day work.</p> <p>Children demonstrate resilience in their learning and don't give up when they find something difficult.</p> <p>Children have high aspirations of themselves and as a result of this set themselves challenging next steps.</p> <p>Pupils leave Ferndale as confident, articulate and respectful individuals who are well prepared for life in modern Britain, equipped with the knowledge and cultural capital needed for future success.</p>
<p><b>Inclusion:</b> To build a curriculum, which is accessible to all children at Ferndale and ensures children know right from wrong, celebrate diversity, experience cultural capital and are 'Life Ready'.</p>	<p>All children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <p>All children are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong.</p> <p>Disadvantaged pupils and those with additional needs achieve well due to effective adaptation and inclusive practice.</p> <p>Showcase a commitment to promote diversity and equality to ensure an opportunity for all regardless of gender, cultural, national or religious background.</p>





### Humanities:



#### **History:**

To inspire pupils to become historians by finding out about the past through topics on the history of our local area, British history and world history. Children are provided with the skills to develop their ability to ask historical questions and think critically. Through the use of visitors, high-quality artefacts and workshops, pupils will be supported in understanding the history of different societies as well as their own history.

#### **Geography:**

To inspire pupils to become geographers by developing a keen interest about the world and its physical and human processes. Topics covered linked to geography of our local area and how this compares nationally and globally. Children are provided with the skills to develop their understanding of the connection between people and places, learning the importance that human and physical geography have on one another.



### English



To foster a lifelong love of reading regardless of ability or background. Carefully selected texts including stories, poems and non-fiction are shared with children to develop vocabulary, language comprehension and **most importantly**, a love of reading. To engage and support children in becoming capable and adventurous writers, who use their knowledge of quality text to support their own ideas and techniques. We use kinetic letters to develop handwriting skills across the school.

### The Arts:



To be inspired to create designs and pieces of art that have cultural significance to the children at Ferndale. Children become the artist, designer and sculptor, and build up a skill set that is pertinent to their end outcome. The curriculum at Ferndale includes many skills that the children can develop in their future careers and aspirations including the use of computer aided designs (CAD) and graphic designs.

### Maths:



To teach children how to make sense of the world around them by developing their ability to calculate, reason and solve problems by equipping them with a range of computational skills (fluency), problem solving skills (application) and reasoning skills in our concrete - pictorial - abstract approach.

### RE:



To explore what people believe and what differences this makes to how they live their lives, including our own local diverse culture. Children will reflect on their own beliefs and how these are similar and different to their peers, building respect and tolerance.

### PE:



To be competent and confident in a wide range of activities and games, including swimming, using our **mini pitch, running track, pitches and outdoor environment** to aid the development of fundamental and **specialised** movement skills. We aim for the children to enjoy the competitive element of PE and to enjoy the extensive offer of after school sports clubs.

### Science:



Children will be motivated excited about the practical element of science, which will underpin the skills and knowledge needed to be a scientist in the 21st century. We aim that children will have awe and wonder about the world around them **in order to** plan and carry out their own investigations.

## Our curriculum statement:



Reading will always be at the heart of our curriculum. **Reading underpins everything across our curriculum.** Reading, language and an understanding of words: their impact and where they can take the reader are fundamental to all our children not just surviving but thriving as learners and young people allowing them the opportunity to succeed and love learning.

Our curriculum is designed around our **key drivers: aspiration, inspiration, inclusion**, which underpin the direction and development of all areas of our school life. Our drivers were carefully considered to reflect our school's deprivation, mobility, levels of SEN and our diverse population. Our locality is also an important feature of our curriculum, including learning about West Bromwich, mining in Hamstead and learning about **diverse cultures**.

Our curriculum is focused on the children to provide them with experiences they may not otherwise **have**, including our **Ferndale 50, trips, residential, visitors, an imagination studio, stunning starts, marvelous middles and fabulous finishers**. We equip our children with the skills to **embed deep learning** and make learning 'real' whilst **utilising metacognition to sequence and plan learning**.

### Our Learning 9:

Confidence Independence Communication Motivation Resilience  
Co-operation Nurturing Resourceful Questioning

### Values:

Honesty Respect  
Equality Teamwork

### PSHE / RSE:



At **Ferndale**, relationship and health education is taught **within a broader**, carefully planned **PSHE** and is **linked within** our **schools** values and learning 9. To prepare our children gradually and appropriately for adult life and the wider world outside of school by ensuring the development of the personal skills need to establish if they are to establish and maintain relationships now and, in the future, using our environment to support this. We aim for all of our children to have the skills and knowledge to make safe and well-informed choices. We aim to create solid building blocks for the next step of their education and beyond, with the focus of **well-being** of everyone at heart. We achieve this by using a range of resources such as healthy minds happy me, you be you, COJO and our own Ferndale 50. We have strong interest in diversity and equality including our own diversity JLT group.

### Music



Children are immersed in a diverse music curriculum from singing assemblies, whole class instrumental lessons, cultural music events to those wishing to develop their skills further in smaller group sessions. The children at Ferndale are taught a broad range of skills including composing, singing, playing, improvising, how to appraise music and performing. There are regular opportunities to showcase their performances in school and the community. They are inspired by different performers from cultural backgrounds, and these are celebrated in assemblies and in whole class listening sessions.

### MFL:



At Ferndale Primary School we recognise the importance of learning a new language by creating an experience for the children that not only develops competence in the language taught, but also aims to support cultural awareness and broaden language learning skills. Our aim for our curriculum is to develop learning and results in the acquisition of linguistic knowledge for their future learning of languages.

### Computing:



At Ferndale, we believe it's important to prepare **all** of our children for their future by giving them opportunities to gain knowledge and develop skills that will equip them for an **ever-changing** digital world. Our curriculum aims for our children to be inspired by the capabilities of our digital world and to use computing to further enhance their life skills, while ensuring they are able to navigate this digital space safely. Within each year, children will develop skills of programming, multimedia and online safety. In key stage two, children will also develop skills and knowledge of networking and the connected world.



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn SS	Self portrait	Gruggalo walk around school grounds	Walk in the local area	Stone Age workshop	Mummifying a tomato	Greek Olympic events	Crime and punishment speaker
Autumn MM	Learn about celebrations	Overnight Oats	Cheesy lettuce wraps	Synagogue speaker	Gardens	Greek food tasting	Waistcoats sewing
Autumn FF	Christmas Play	Church visit	Making chairs	Fruit crumble	Egyptian couscous	Making stuffed animals	Singing at church
Spring SS	Play a game	Explorers	Food tasting	Tudor Day	Viwar visit	Anglo Saxon craft making	Thinktank museum
Spring MM	Healthy snack	Easter celebration	Healthy wraps	Paella	Visit to Dudley Zoo	Soup making	Careers speaker in
Spring FF	People who help us	Farm trip	RSPB visit	Career speaker	Making pizzas	Speaker in Masjid	Fair Trade cooking
Summer SS	Build a den	Puppet show	Superhero day	Black Country Museum	Roman workshop	Anglo Saxon/ Viking Workshop	Ferndale Food
Summer MM	Animal handling	Make puppets using fabric	Place of worship visit: Mosque	Kite making	Making a dessert	Making a culture dish	Enterprise day
Summer FF	Have a picnic	Beach fan day	Mango chutney chicken sliders	Rainbow salad	Slingshot chariots	Space Centre	End of term production

