

BREDENBURY PRIMARY SCHOOL



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Curriculum Policy

Duty-Holder:	Mrs S McAtear
Responsible person(s):	Mrs S McAtear
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Curriculum Policy Rational

Whilst our curriculum is based on the National Curriculum, it is designed to meet the needs of our pupils. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 to 2, and to be 'secondary ready'), and enable them to be successful in their community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects, and the school expects everyone to develop and show awareness of equal opportunities. We actively promote our values and those of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of British citizens, as well as international, to innovation, excellence and changes in the world particularly through carefully planned whole school assemblies.

Aims (Intent)

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing independence and confidence will be nurtured.
- To ensure the school pursues high academic standards through a broad and balanced curriculum which motivates children to have high expectations, think for themselves, use their imaginations and have fun.
- To provide an indoor and outdoor environment that is attractive, lively, stimulating, informative and supports the children's learning.
- For lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences; for lessons to be suitably differentiated to meet individual needs and offer opportunities for choice.
- For assessment to be built into lesson plans and the progress of individuals carefully monitored. For the children to be fully engaged in the process of their assessment and target setting, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a multicultural and constantly changing society, in which they will adopt a healthy lifestyle, achieve economic wellbeing and make a positive contribution.

Bredenbury's Values:

Month/year	Year 1	Year 2
Sept	Friendship	Teamwork
Oct	Empathy	Effort
Nov	Enthusiasm	Commitment
Dec	Hope	Kindness
Jan	Honesty	Trust
Feb	Self-awareness	Love
Mar	Time keeping	Courage
Apr	Respect	Politeness
May	Resilience	Determination
Jun	Tolerance	Patience
July	Unity	Responsibility

These values are driven through our assembly focus, and are discussed, explored and promoted within the classroom.

Curriculum Design (Implementation)

Emphasis is on a thematic approach, bringing subjects alive and making them meaningful. National Curriculum Programs are mapped across the year groups to ensure entitlement and access and subsequently each theme, whilst ensuring appropriate year group coverage enables links to be made which engage learners and make the retention of knowledge memorable. Subjects are carefully planned to ensure progression of knowledge and skills for learning and build upon one another. Each theme is carefully devised to build upon previous learning, whilst delivering new knowledge and the opportunity to gather new skills.

Achieving high standards (Impact)

Our curriculum design allows for creativity and a cross curricular delivery of subjects within our themes. We do not force subjects into our approach if it affects the quality of the subject delivery, which means that sometimes subjects are taught discretely and away from the main theme.

Mathematics is always taught discretely, but there will often be opportunities for the subject to feature across the curriculum. Creative writing tends to dovetail more easily within the themes and because the writing has meaning for the children, the standards achieved are far higher.

We ensure children receive high quality experiences in the full range of subjects, because every child is different and deserves the opportunity to explore ways in which they learn and flourish.

Assessment is both formative and summative (see assessment policy). Additional ways of gathering impact are through pupil conversations at the end of each theme, pupil's questionnaire, parent questionnaire.

National Curriculum Subjects:

English:

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the Read, Write Inc Scheme to introduce our phonics program. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading sessions implicitly teach through a range of high-quality texts and genres and teach comprehension skills alongside decoding. Parents are given clear expectations, and support about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences, and use The Write Stuff as a base for long- and short-term planning. From here we support children in moving towards independent writing and provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the English lessons.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding from Reception on in a step by step way and continue to develop place value, the four number operations and their application through reasoning and problem solving. We use White Rose Mastery upon which to frame our long and short term planning.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

Science

Science is taught as a separate lesson but linked to our themes where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. We use a variety of teaching and learning styles in Science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity.

We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons where it enhances their learning. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

Religious Education

Our Religious Education lessons are taught in line with the Hereford RE agreed syllabus for 2020—2025.

Through this syllabus we support the children to make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- understand the impact and significance of religious and non-religious beliefs
- make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

To enhance the curriculum experience for RE children visit the local church for celebrations such as Harvest, Christmas and Easter. Themed days exploring a variety of religions are arranged to further support the development of knowledge alongside religious celebrations that are explored during whole school assemblies.

ICT and Computing

We strive to deliver a curriculum that develops children into responsible users of computing, with the skills to use it independently and apply computing skills to all subjects. The core of computing is computer science. In this, children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Children will be taught to become digitally literate and able to express their ideas through information and communication technology. Children will apply the fundamental principles of computer science including abstraction, logic, algorithms and data representation. They will use their practical experiences to help solve problems, in particular when writing their own computer programmes. Children will become responsible, competent, confident and creative users of information and communication technology.

The Arts

The Arts are very important in our curriculum and are woven into our themes. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We pride ourselves on the extended expressive art opportunities we provide at St. Peter's. We plan termly art based whole school projects where the children can come together across school to learn and develop new art mediums. Each Summer, we hold an 'Expressive Arts week'. During this time we have a whole school theme. Our yearly art weeks allow us the opportunity to bring in external providers to inspire our work and further supports our home and community links when we hold showcase afternoons for our families and school community.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

History

The history curriculum aims to ensure that pupils know and understand the history of our island as a coherent and chronological narrative, from the earliest times to 1066. Studies will include change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, British settlement by the Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We also aim to teach significant aspects of the wider world, including the nature of ancient civilisations and the characteristic features of past non-European societies, as well as helping pupils to understand historical concepts and significant events and figures, methods of historical enquiry and gain an historical perspective.

Geography

We aim to inspire in pupils a curiosity and fascination about the world and its people, and equip them with a knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on teaching locational and place knowledge, human and physical geography as well as geographical skills and fieldwork.

Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance, and by playing tuned and un-tuned percussion. Music should engage and inspire, so that the children have the opportunity to develop a love of music and their talent as a musician. Children will be able to compose and listen to different genres of music and evaluate what they have listened to. They will study the works of the great composers and musicians. Teachers use the Charanga scheme to for the basis of their teaching.

Children will have the opportunity to learn a musical instrument, understanding how music is created with the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

RSE

At Bredenbury Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Twinkl Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

An overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Bredenbury Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Design & Technology

Using creativity and imagination, pupils design, make and evaluate products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and skills, and draw on other areas of the curriculum such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable of participating successfully in an increasing technological world.

Foreign Languages

We believe that teaching pupils different languages provides them with an opportunity to explore and understand other cultures, providing them with the skills to understand and respond to its speakers. We teach Spanish from KS2.

In KS2, Spanish is taught on a weekly basis. This teaching will be linked to a Spanish festival relevant to the time of year taught, whilst also building on vocabulary, writing and conversation skills supported through the use of Twinkl resources.

Physical Education (PE)

At Bredenbury, we are committed to inspire, engage and connect our pupils with physical learning opportunities that strength all areas of their learning and development. By providing a broad and balanced PE curriculum that develops around the needs and interests of the class, as well as afterschool sports clubs and inter-school/intra-school opportunities, we aim to nurture a lifelong interest in physical wellbeing and healthy lifestyle. Our Bredenbury values are rooted in our sports curriculum and foster a positive caring environment, where every child has the opportunity to reach their full potential.

Curriculum planning, organisation and events:

To ensure that all pupils are receiving the highest standards of physical education, each class is timetabled so that they have access to the hall and outdoor sports areas at least once a week, for approximately 45-60 minutes. The class teacher must then ensure that each lesson follows and builds on previous learning. The 'Move' scheme of work forms the basis of all learning and is developed by our PE specialist.

Teaching staff deliver high quality PE activities/lessons which focus on specific areas (gymnastics, athletics, team games etc). Swimming lessons are provided by qualified instructors at Leominster Leisure Pool for children in years 4 and 6. Afterschool clubs are also provided. Examples of which are: dance club, football club, netball, outdoor learning. Different clubs are introduced based on the interest of pupils, with the aim of inspiring and engaging pupils across the school. In association with Stride Active we aim to provide opportunities for our pupils to participate in a range of intra-school and inter-school competitions, making connections throughout our local community and providing opportunities for physical challenge, positive competition, leadership and teamwork, regardless of ability. School staff accompany pupils to these events and wherever possible parents are invited to spectate.

EYFS Curriculum

At the heart of our teaching and learning in the early years are the characteristics of effective learning which are essential for children's development.

These are:

- 1) Playing and Exploring:
- 2) Active Learning
- 3) Creating and Thinking Critically

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding The World
7. Expressive Arts and Design

All children are given guidance and support to develop their confidence, willingness to try new things and resilience to challenge their learning.

At Bredenbury we encourage unique children by following their personal interests and developing these passions into all lessons.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme which draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

We offer a range of school trips which provide children with excellent opportunities to engage with people, places and buildings in new ways and to 'learn by doing'.

Throughout their time at Bredenbury children often have the opportunity to;

- Explore our local area.
- Visit local farms.
- Make seasonal trips to the theatre.
- Visit places further afield linked to history, geography and science topics.
- Our Year 6 children have the opportunity to go on our annual residential trip to The Red Ridge.

We value strong links with our wider community and warmly welcome and invite visits from people, groups and organisations throughout the year. We host a yearly focus week that includes subjects such as Science, Humanities the Arts. Children enjoy a busy timetable throughout the week, for all classes. Our visitors include local, national and sometimes worldwide; artists, poets, dancers, athletes, authors and performers. This week is always a highlight for both our children and their families and friends - who are invited to join us throughout the week.

Throughout the year we have a range of specialist visitors from our local community including;

- Bromyard FM
- The Children's Bookshelf
- Bromyard Fire Station – fire engine visit and fire safety talk
- Police and Community Support Officers
- Paramedics – Ambulance demonstrations
- Road Safety
- Local Author

Our parents and carers play a vital role in our children's education. We hold termly events to invite the children's families into school and see our learning come to life. Our parent events include;

- Themed Open Days – families are invited to join classes throughout the day to take part in themed workshops. We have most recently held science, maths, art and reading events and cultural events.
- Phonics Screening Sessions for Year One parents
- Bedtime story day – a chance for children to celebrate reading
- Sports Day
- Seasonal events including Harvest Festival, Christmas 'Craft Afternoon', a Christmas Sing-Song/Nativity, Carols in the local church, Easter Bonnet Parade, Year 6 Production, Nursery Graduation with end of year video montages and a Y6 Leavers Assembly

We provide a wide range of enriching after-school clubs led by our teachers, teaching assistants and outside providers. The clubs we offer change termly and examples include;

- Sports – football, netball, tag rugby, cricket
- 3 Degreez Cheerleading
- Gardening
- Dance
- Games
- Reading
- Puzzles
- Cooking
- Sewing
- Photography
- Construction
- Lego

Pupils with Special Needs

The curriculum at Bredenbury is designed to provide access and opportunity for all pupils who attend our school. If we think it is necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the parents of the pupil. Further information can be found in the SEN Information Report published on our school website –

This policy has been written with the Bredenbury staff team and will be reviewed regularly.