



“Let your light shine” Matthew 5:16

Governor Policy 76 – Curriculum Policy

POLICY AND TERMS OF REFERENCE DATES:

- **Policy and Terms of Reference first agreed: September 2022**
- **(Local Authority Guidance Adopted)**
- **Review undertaken by the School Development Group**
- **Link Governor: Wendy Taylor**
- **Policy Review Period: 5 Yearly**
- **This revision: September 2022**

By nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do.

Curriculum Intent:

The All Saints Curriculum follows the structure, and matches the ambition of the national Curriculum in England. Our teaching staff have worked collectively to design a coherent, sequential curriculum covering all core and foundation subjects. We intend to deliver this curriculum at the highest standards to enable ALL of our pupils to acquire sufficient knowledge they need to be successful in their next stage of education.

At All Saints, we aim to create happy, successful, aspirational and empathetic young people who are eager for the next stage of their learning and ready to make a valued contribution to society. Our curriculum is designed to: recognise children’s prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We recognise that every child is a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare

them for life beyond primary school. *We constantly provide enrichment opportunities to engage learning, using our school values and Christian ethos to promote positive attitudes to learning.*

Physical and mental wellbeing are prioritised within our curriculum allowing children opportunities to exhibit spiritual, moral, social and cultural understanding. We aim for our pupils to be motivated about their future, recognising the vast range of career and further education opportunities available to them in their future lives.

Curriculum Implementation

Our staff have designed a holistic curriculum which balances the national expectations with a range of experiences allowing our children to flourish. Specific planning allows the curriculum to be delivered in a way which encourages pupils to enjoy, progress, and excel.

The All Saints Primary School curriculum has high expectations to combine deep knowledge and understanding with transferable skills. Its delivery allows pupils to develop a wide breadth of vocabulary and opportunities to apply knowledge and skills. This is supported by stimulating classroom environments which engage quality thinking and reasoning. Teaching and learning is responsive to children's needs with teachers displaying a deep understanding of effective pedagogy.

Through the school's approach to home learning, pupils are provided with opportunities to consolidate as well as deepen their learning further.

Curriculum Impact

At All Saints Primary School, we use a wide range of monitoring strategies throughout the year to measure the impact of the curriculum. Our leaders and governors monitor individual subjects: reviewing learning, evaluating pupil voice and providing individual feedback to move practice forward (celebrating positives and highlighting areas of development).

Teachers use assessment for learning strategies to evaluate, adjust, and maximise the impact of the curriculum on pupil outcomes. Our whole school team works together to reflect upon our curriculum and share outcomes driving forward next steps. In doing so, we take into account the outcomes of various monitoring activities together with available summative assessment information.

As a small rural school, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment.

Spiritual, Moral, Social and Cultural

Spiritual, moral, social and cultural aspects are developed in all areas and all aspects of school life.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values

British Values are developed in all areas and all aspects of school life.

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Quality First Teaching

At All Saints, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.

- Highly focused lesson design with clear objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

The curriculum has been reviewed with governors and teachers.

Roles and Responsibilities

School Development Group

The School Development Group will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

Headteacher

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

- All required elements of the curriculum reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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 SEND.

All staff

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

Organisation Planning

Subject Leaders are responsible for the overall coverage of their subject and are to write the medium term plans which show teachers what they need to cover and when in the school year this coverage will happen. In addition, subject leaders are to monitor their subject by drop ins, lesson observations, moderation, book scrutiny, pupil interviews, data analysis and intervention analysis. Subject Leaders are to write a subject report for the governors each July and produce an action plan for the following academic year. Subject Leaders will be given half a day off-timetable time each term in order for them to develop their subject in school.

Teachers are to plan the delivery of lessons and are to prepare resources. There is no expectation on the planning to be used for lessons, however, if delivery is of insufficient quality, expectation or content, they will be required to work with the relevant subject leader to improve their content, knowledge and delivery. Teachers are to use knowledge organisers (usually every term) and fluency (every lesson) to improve the pupils' retention of information. They are to request additional resources via the subject leader.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', library, hall space;

Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

Additional Requirements

Apart from exceptional circumstances (which need to be cleared by the Head or Deputy Head), Teachers are expected to lead a daily 'Stormbreak' and make provision for the pupils to do a daily 'Mile-a-Day'. In addition, apart from Summer Term 2 (when swimming is happening), each class is to use the Forest School on at least one occasion each week: this can be for cross curricular learning.

Inclusion

Teachers set high expectations for all pupils. They 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 SEND
- Pupils with English as an additional language (EAL)

Teachers 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 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' access in all subjects.

Intervention

Out of classroom intervention will happen in the afternoons which ensures pupils do not miss maths and English.

For maths and English, there will be a daily 'post teach' session each afternoon where pupils who are struggling with the morning's learning have an additional opportunity to go over the lesson. Pupils can volunteer themselves for these sessions or can be nominated by the class teacher.

In addition, individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our SEND policy and information report.

Monitoring arrangements

The school has a very relaxed attitude to visitors in class and staff are used to this happening. It is the view of the governors and Senior leadership that the best way of finding out what is happening in class is to be there often but for short (unannounced) periods of time. Hence, the headteacher, deputy head, subject leaders and governors are often in lessons. Listed below are some of the ways that the SLT, Subject Leaders and Governors monitor effectiveness, quality of teaching, quality of work and pupil knowledge.

- Learning walks / dashes
- Monitoring planning
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- Whole staff moderation
- CPD/ Staff updates

Early Years

Our Early Years follow the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Core Subjects

English

At All Saints, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

Assessment and Tracking

In Reading, all pupils are assessed for each objective at least every half term and tracked every term. All pupils from Year 1 up are tested every term and results are tracked against prior attainment.

In Writing, every pupil will write 2 Cold and 2 Hot Tasks every half term. The results of the hot tasks are recorded and given a level (e.g. WT or ARE). Also, all pupils are assessed for each objective at least every half term.

Lesson Content

Reading: in guided reading lessons, we expect there to be an equal coverage of fiction, non-fiction and descriptive/poetic texts. We expect some of the non-fiction texts to be cross curricular and to reflect what is being taught at that time in other subjects.

In writing, lessons are to include spelling, teaching of EGP and fluency of EGP. The writing is to be taught via an adapted Talk4Writing structure (Cold Task to Hot Task) and be based on making alterations to an exemplar text. The delivery of this will alter depending on the style of the teacher and needs of the class.

Aims and Objectives

The overarching aim for English in the national curriculum is to provide high standards of literacy by equipping pupils with a strong command of the written and

spoken word, and to develop their love of literature through widespread reading enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, and understanding of grammar and knowledge of linguistics conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of context, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Reading

Intent: Reading lies at the heart of the curriculum at All Saints. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success.

Approaches to Reading

We aspire to best practice in our provision:

“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. We are becoming one of these schools. At our school we believe in ensuring that ‘Every Child’s a Reader’.”

Teaching Standards 2012 inform us that **teachers must demonstrate good subject and curriculum knowledge**

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

“Reading by Six” highlights the following essential common features to which our school aspires

- high quality, committed and direct leadership of reading, especially from the headteacher
- high quality, consistent teaching, ‘especially discrete phonics teaching’
- ongoing rigorous assessment of every child, especially identifying difficulties early on so that well-matched and timely support and intervention could be provided.

Shared Reading

Shared reading is planned for within Literacy teaching.

Guided Reading

Guided Reading is a part of every child's provision. Teachers plan and assess Guided Reading using a range of resources.

Independent Reading

Independent reading takes place regularly across the school. The school operates a Reading Rewards Scheme to encourage independent reading.

Phonics:

Reception

Pupils begin their journey to confident and independent reading through the discrete teaching of phonics. By the end of their Reception year, we aim for children to confidently read and write a variety of simple word (pseudo and real) structures.

Year 1

By the end of Year 1 we aim for children to be able to read a variety of more complex word structures (real and pseudo).

Year 2

- By the end of Y2, our aim is for children to be able to read and write a range of complex word structures, read and write a range of tricky words and be able to spell a range of frequent and uncommon words.

Years 3-6

- All children should make maximum progress as they progress through the recommended book band levels, with most children being able to enjoy reading independently by the end of year 3.

Home learning

- Across the school children are set home learning activities to extend their literacy skills and are expected to read at home regularly each week
- Children are given reading journals, which are monitored by teachers in order to achieve a termly reading reward.

Wider Reading (including Library, class novel etc)

Across the School, children are encouraged to use the school library to support curriculum learning.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking, Listening, Discussion and debate, and Drama permeate the whole curriculum. Interactive teaching strategies

are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills.

Writing

Intent: Writing is a crucial part of our curriculum at All Saints. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At All Saints, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Approaches to Writing

Phonics, spelling, grammar and punctuation

- children are taught to spell using their phonics knowledge
- in Reception, Year 1 and Year 2 children are taught phonics in ability groups for approximately 30 minutes daily by either a teacher or a teaching assistant
- In KS2 (and when Year 2 children have the appropriate phonic knowledge) the children are taught Spelling strategies and how to apply these to their writing through the use of the Babcock Spelling scheme. This takes place through 5 20 minute sessions in a 2 week period. Emphasis is given to applying this knowledge to all writing sessions.
- In KS2, those children who need extra phonic teaching do so through ability groups using e.g. *Letters and Sounds/CLLD for KS2*

Once children have demonstrated a secure knowledge of Phonics, Babcock Spelling will be used as a planning tool to learn spelling patterns and rules.

Emergent writing

- Children are encouraged to mark make and write across EYFS with a wide variety of tools and equipment available. Children's mark marking and writing is valued and put up on display/ shared with parents regularly.
- This continues into KS1 with writing areas are available to encourage children to write.

Shared Writing

- Shared Writing is planned for and taught during whole class and group sessions with the teacher modelling specific genres or aspects of genres to the children

Guided Writing/Independent Writing

- Guided writing is an important element of the teaching sequence and is a key step between whole-class teaching and independent writing. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence.
- During guided writing, teachers work with carefully selected groups of children according to their current targets or needs and plan the content of the session accordingly.

Independent Writing

- Independent writing is planned for and carried out throughout the school regularly and across the curriculum where possible.
- Children are given regular opportunities to write and to edit and improve their work before producing a final 'published' piece of writing.

Handwriting

- Cursive handwriting is introduced in Year 1.
- All children are expected to ensure their handwriting is increasingly joined from Y2 onwards.
- Children who demonstrate neatly joined handwriting in upper KS2 receive a handwriting pen with which to write.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of Mathematics.

Intent: Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

There are 3 levels of learning:

Shallow learning: surface, temporary, often lost

Deep learning: it sticks, can be recalled and used

Deepest learning: can be transferred and applied in different contexts

The deep and deepest levels are what we are aiming for by teaching maths.

Assessment and Tracking

In Maths, all pupils are assessed for each objective at least every half term and tracked every term. All pupils from Year 1 up are tested every term and results are tracked against prior attainment.

Lesson Content

In maths, lesson content will include:

- Subitizing
- Counting / times tables
- Pre-teach
- Main-teach
- Individual learning
- Daily challenge question

Aims and Objectives

The aims of Mathematics are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to understand the importance of Mathematics in everyday life.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term

There will be evidence of:

progress in the children's learning, specifically related to mathematics skills and knowledge

Teachers will ensure that:

- Mathematics learning is a combination of skills and knowledge. Each unit of

Mathematics being planned includes opportunities for children to review and extend upon their knowledge in that area, and to apply their mathematical skills in a range of contexts. There will be regular opportunities for children to acquire and improve reasoning skills.

Implications for the whole school

- There is a Calculations Policy in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to teaching written calculation methods for number. It also includes a mental maths element to ensure children develop skills in mental arithmetic.

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence of:

- Mathematics resources used to support children's understanding of concepts
 - concrete materials (manipulatives) to assist with more abstract concepts
- Mathematical games to build on children's skills and knowledge
- A range of methods of calculating
- Learning experiences organised that encourage the development of reasoning and there is a balance between practical activities, problem solving and calculations
- Resources are provided on a differentiated basis to provide appropriate support for the variety of abilities and needs.

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, within their year group expectations.

There will be evidence of:

- Children who are motivated to learn through differentiated learning activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and show resilience
- Teachers keeping assessment records and National Curriculum 2014 objectives assessment information.
- Teachers planning timely intervention to overcome barriers in learning. Learning will be differentiated to ensure optimum learning for all especially those with SEND.
- Assessment for Learning in action so that 'next steps' in learning can be planned.

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence of:

- Children taking risks in their learning, learning from their mistakes and persevering when tasks are challenging
- Organisation of resources to optimise learning (children have access to number lines, number square, cubes, base-10 materials, counting sticks, and counters etc.)
- Children being encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- A maths learning wall that reflects current learning.

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

- Parents are encouraged to access the Mathematics section of the school website which is based on calculation methods used at school
- Parents are able to view the Written Calculations Booklet on the school website to better assist their children at home
- Parents are welcomed in to share in their children's Mathematics learning, through open mornings/afternoons and class assemblies
- In Key Stage 2, all children will have a login and password for My Maths, which they can use to practise maths skills including timetables and complete homework set by class teachers
- Mathematics is an integral part of home learning to provide opportunities for children to practice and consolidate their skills and knowledge and to develop and extend their techniques and strategies.

Science

Intent: At All Saints we believe that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. The staff at All Saints ensure that all

children are exposed to high quality teaching and learning experiences, which includes allowing children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills.

RE

(see separate RE Policy 68)

Intent: Christianity and Christian values underpin everything we do at All Saints Primary. The aim of our Religious Education curriculum is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Within Religious Education our school vision, 'Nurturing hearts, inspiring minds' is developed by allowing pupils to critically reflect upon, evaluate and apply their learning to their growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience. For example, asking challenging questions, looking for transformation, respecting views and opinions of others, celebrating differences and emphasising tolerance.

At All Saints CE VC Primary School we aim that Religious Education will:-

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **Enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Teach pupils to develop respect for others**, including people with different faiths and beliefs, and help to challenge prejudice.
- **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery**

Foundation Subjects

Computing

Intent: All Saints we understand that a high quality Computing education is vital for our pupils' ability to interact with an increasingly technological world, and as a foundation for many future careers. First and foremost, we believe that all pupils should be engaged in dialogue about the safe use of technology and the internet from an early age. In addition, learning the processes and terminology related to programming right from Reception is also vital in supporting our pupils in the use, and own design, of technology in the future. By nurturing hearts and inspiring minds, we encourage our pupils to explore and create with technology in different ways. The staff at All Saints ensure that all children are exposed to high quality teaching and learning experiences, including regular fluency to help embed the knowledge and processes they will rely on as adults.

We have created a customised curriculum for All Saints that matches the available technology and mixed-age classes we have in our school. Pupils in KS1 learn programming and other related skills through the use of laptops (running Windows), the Year 2 Chromebooks (shared between Y1 and Y2 for some computing lessons), ipad apps, cameras, beebots and practical activities (such as the lego, human robot).

KS2 pupils primary access the different areas on the Computing curriculum using their Chromebooks and Google Suite, but continue to have fluency lessons relating to skills learned in KS1. Pupils from Y2 upwards have individual Chromebooks which are available to them in all subjects, and are taught to access learning via Google Classroom when necessary. KS2 also use ipads, online programming sites (Scratch and Turtle Academy – Logo) and other types of technology such as 3D printers and cameras. (3D printing is being introduced this year).

We follow a 2-year cycle in each class for both E-Safety and Programming skills. Digital Literacy skills are taught at the start of each year as part of our fluency. Whilst these skills are not explicitly highlighted on the National Curriculum, we feel it is vital for the children to regularly revisit these skills so that they can access the rest of the computing curriculum more confidently. KS2 pupils use their Chromebooks throughout the year to present and publish their work in other areas of the curriculum which helps to improve their digital literacy skills further. Consequently, there is more room on the UKS2 curriculum to focus on programming.

PSHE

(See separate PSHE Pol 70 and Relationship and Sex Education Policy 18)

Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Our regular reflection on our school vision and values, along with spirituality sessions, allows us to cover many aspects of the PSHE themes.

PSHE deals with real life issues which affect children and young people, their families and their communities, and engages with the social and economic realities of their lives, experiences and attitudes.

In the teaching of PSHE, All Saints staff will nurture hearts and inspire pupils' personal, learning and thinking skills to enable all young pupils to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

It is not necessary to cover the majority of the PSHE themes discretely. Areas of the curriculum can be addressed in:

- Individual lessons such as 'Hot Seating' in English, money problems in maths, healthy lifestyles in science and living in the wider world in humanities.
- Collective Worship
- Visitor Assemblies / Worship
- Show and Tell sessions
- Reflection times
- Class Reads
- Spirituality sessions

Religious Education lessons also allow plenty of opportunity to explore the core themes of the PSHE curriculum.

Geography

Intent: At All Saints, we aim for a high quality geography curriculum which will nurture hearts and inspire minds of pupils with a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and ocean and communicating information in a variety of ways. We want children to enjoy and love learning about geography by

gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At All Saints, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

History

Intent: At All Saints, we aim for a high quality history curriculum which should nurture hearts and inspire minds in pupils with a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At All Saints, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the locality in Upper Key Stage 2.

Modern Foreign Languages (French)

Intent: The intention of the French curriculum at All Saints Primary is that by nurturing hearts and inspiring minds children develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries; we strive to embed the skills of listening, speaking,

reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Our French curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. All our children in KS2 will have regular language lessons.

Art

Intent: Here, at All Saints, we value and are dedicated to the teaching of Art. We see this as a fundamental part of our school vision to nurture hearts and inspire minds and are therefore committed to providing an 'Arts Rich Curriculum' for our children.

We believe that a high quality art, craft and design education is essential for personal, social, moral, spiritual, cultural and creative development. We believe art, craft and design education prepares children for life in modern Britain and within international communities through study that promotes tolerance and respect, and social, spiritual, moral, and cultural understanding. We believe that an art, craft and design education enables children to become well-rounded, well-prepared learners and leaders.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences;
- Become proficient in drawing painting, sculpture and other art, craft and design techniques;
- Evaluate and analyse creative works using the language of art;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Class teachers are usually responsible for teaching art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art provision.

Design and Technology

Intent: Here, at All Saints, we value and are dedicated to the teaching of Design and Technology. We see this as a fundamental part of school life. We are committed to providing quality 'STEAM' (Science, Technology, Engineering, the Arts and Maths) for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see Design and Technology as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in design techniques
- Evaluate and analyse creative works using the language of technology and design
- Know about great designers and understand the historical and cultural importance of their designs.

Class teachers are usually responsible for teaching design technology, although there will be times when helpers will be supporting the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Design and Technology provision.

Music

Intent: At All Saints Primary we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Within Music our school vision, 'Nurturing hearts, inspiring minds' is developed through Singing which lies at the heart of good music teaching our teaching focuses on developing the children's ability to sing in tune and with other people. Where possible teachers use singing throughout the curriculum to embed learning. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Through the school vision we also provide opportunities for all children to play a variety of instruments and use them creatively both individually and ensemble.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch.

Children are taught how to sing and play instruments with increasing accuracy, fluency control and expression and to perform in solo and ensemble contexts we believe it is important that they experience how individuals can combine together to make sounds within a group

We also teach them musical notation and how to compose music for a range of purposes. Pupils are taught within class and within collective worship to understand a wide range of high quality live and recorded music drawn from different traditions, composers and musicians.

Within Key Stage 2 we access the Musicianship Programme delivered by Dorset Music Service to ensure that every KS2 child has the chance to begin learning a musical instrument and the skills needed to become a musician.

Physical Education

(See separate PE Pol 62)

Intent: It is our intent at All Saints Primary to equip all children, irrespective of their disadvantage or SEND, with the knowledge, skills, attitudes and aspirations to enable them to contribute and live an active life as well as teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Our school vision of nurturing hearts; inspiring minds is at the heart of each P.E. lesson. For example, children's minds are inspired through the leadership opportunities that are promoted and supported through P.E. like leading warm up's, umpiring games and the sport challenges each play times that Play Leaders have created. Likewise, we have passionate staff and inspiring visitors who inspire our children to be sporty and live an active lifestyle. Building a positive mind-set is one of the key aims throughout each lesson. All our children have their hearts nurtured through the support they receive as well as the opportunities to learn how to cope when they don't win. An important life lesson. Learning champions are developed so that children have the skills and confidence to support their peers for example in gymnastics when completing rolls and balances. We also have lots of 'active' interventions to ensure ALL our children live a more active lifestyle as in turn, we recognise the huge benefits this has on their mental health. For example power up club, forest schools and gardening all provide an alternative active group for those children who don't like generic sports like football.

Pupils at All Saints Primary participate in at least two hours of high quality PE and sporting activities per week. Our PE programme incorporates a variety of sports to

ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach, which endeavours to encourage not only physical development but also well-being.

Learning Outside the Classroom

First-hand experience is fundamental to the productive and successful learning of children. 'Learning Outside the Classroom' (LOtC) relates to any activity which uses the outdoors to enrich the curriculum. This happens at least every week at All Saints with our Forest School sessions.

Visits encourage an improved understanding of our surroundings, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary funding and equipment.

All Saints aims to provide high-quality, progressive and frequent provision of LOtC experiences, which promote personal development and well-being.

All Saints aims to maximise LOtC in order to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.
4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres).
6. Celebrate achievement e.g. by using digital cameras; display; include details about activities and achievements in newsletters and on our website.