

Version no.	Date	Next review
3.0	April 2016	April 2018
4.0	April 2018	April 2020
5.0	<b>May 2021</b>	<b>May 2022</b>



**RAF BENSON COMMUNITY PRIMARY SCHOOL**  
**POLICY DOCUMENT**  
**Curriculum Policy**

Signed: <i>Signed on Original</i>		Date: May 2021	
Headteacher			
Policy has been adopted/reviewed by Governing Body:			
Signed: <i>Signed on Original</i>		Date: May 2021	
Chair of Governors/ Chair of Committee			
<b>Committee responsible for policy review</b>	Curriculum, performance and standards	<b>Linked Policies</b>	More Able & SEND Teaching and Learning Equality SMSC and FBV



## Curriculum Policy

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

National Curriculum 2014

### RAF Benson Community Primary School Curriculum Statement

RAF Benson Community Primary School is committed to improving outcomes for all pupils through delivering a curriculum which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations. We are passionate about developing lifelong skills which will enable all pupils to be resilient, respectful, independent and successful citizens of the future.

Through the curriculum, we aim to prepare pupils for the many opportunities, experiences and responsibilities they will face in adult life and to lay a firm foundation for future learning, wherever that will be. We seek to provide a broad, balanced and differentiated curriculum and offer a wide range of exciting and challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender.

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 to maximum effect. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful within the communities they will be part of.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all pupils can access the curriculum and learn in a way that is best for them. We encourage all our children to work to the best of their ability, to take risks, to learn from their mistakes and always to strive to be the best they can be.

We actively promote British values 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 Britons to innovation, excellence and changes in the world.

### Aims

Our broad and balanced curriculum will:

- Create a strong and positive learning environment.
- Increase pupil enjoyment, enthusiasm and motivation for learning.
- Challenge the pupils and teachers to be brave, curious and independent in their learning with a growth mindset.
- Ensure that each pupils' education has continuity and progression across all areas of the curriculum.
- Enhance pupil's spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of later life in our British modern society.
- Give opportunities for pupils to develop higher order thinking skills routed in deep questioning of peers and adults through enquiry based learning.
- Allow children to make a positive contribution to their learning by encouraging active, child initiated and child led learning opportunities.

- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be a risk taker in order to develop pupils' resilience.
- Promote high standards in reading, writing, mathematics, science and computing.
- Enable children to be creative through art, dance, drama and design technology.
- Enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- Be enriched by first hand experiences e.g. trips, visitors and hands on practical work.
- Provide opportunities for children to work individually and collaboratively.
- Enable children to be successful at evaluating their own learning and that of others.
- Provide equality of access and the opportunity for all children to make progress
- Create coherent cross-curricular links between most subjects, as well as embedding maths and English skills across the curriculum (whilst accepting that some aspects and subjects will be taught discretely).
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

### **Early Years Foundation Stage**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, revised in March 2017 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and, along with Development Matters provides specific areas of learning we must cover in our curriculum. These areas are:

#### **Prime areas**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development

#### **Specific areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It is our aim that, relative to their starting points, the majority of children will successfully achieve, and exceed the Early Learning Goals by the end of their time in the Foundation Stage. However, we recognise that some children will still be working towards those goals when they enter Year 1. Clear links and arrangements between the Foundation Stage and Year 1 staff ensure that these children continue to have access to an appropriate curriculum. Where children are exceeding the Early Learning Goals, national curriculum objectives are to be taught.

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

Following its introduction in September 2014, we follow the new National Curriculum. We have ensured that our new curriculum is unique to our school in that it is specifically tailored towards the needs, and is led by, the interests of our pupils. It is planned by our pupils with an eye from teaching staff on the statutory curriculum requirements. This is because we appreciate pupils may have covered a topic previously and we want to ensure that we are able to offer a curriculum that is exciting and inspiring for all.

An overview of the curriculum subjects can be found in appendix 1.

## Curriculum Coverage

Curriculum coverage is planned carefully with progression and breadth of study being monitored closely by the subject leaders and the leadership team.

The Curriculum, Performance and Standards Governor Committee will receive regular feedback on the effectiveness of our curriculum and whether it is meeting the needs of pupils.

As our pupils lead the direction of our curriculum, we have to carefully track back to previous years to check the topics that have been previously covered to avoid any repetition. Any amendments are made prior to the new school year.

## Curriculum Planning

The main elements to our planning are:

**Long term planning** - This is an overview of key topics and themes to be explored across the academic year. This is a flexible approach according to the views of the children. They include:

- The 'hook' used to engage pupils into the topic.
- The outcome/purpose of the learning for the term.
- Any text/novel being used as a focus for that term.
- National Curriculum objectives covered as part of that topic for each subject.
- Trips or visits that will be made to enrich learning.

The curriculum maps are reviewed by the Senior Leadership Team and updated where necessary to reflect the interests and needs of our children. Long term planning is available to parents on our school website, to ensure that parents can be involved in their child's education and termly topic webs are issued at the start of each term allowing parents to know the learning their child will be visiting so they can support further at home.

**Medium term planning** – Plans are completed for each term and outlines specific objectives to be taught within each area of the curriculum and the direct links between them. Planning is carefully considered to ensure progression across a subject and shows appropriate levels of differentiation – especially when several classes are following a similar theme. The plans for topic subjects are written in enough detail so that they can be used as session plans each week.

Medium term plans for English and maths may be adapted from scheme such as Abacus, however it is stressed that the teachers know their children best and the schemes must not be slavishly followed but used and supplemented by other resources to move learning forward and effectively meeting the needs of pupils and groups of pupils.

**Weekly planning** – This is expected for English and maths subjects and breaks down the medium term objectives for all subjects into weekly achievable targets and differentiated activities to meet the needs and interests of all pupils.

We pride ourselves on the innovative and creative methods that all teachers employ during the planning process to ensure that learning is exciting, challenging and accessible for all. Some of the additional learning activities that are regularly across all year groups include:

- Next steps developmental comments/early morning work/challenges to extend all pupils
- Reading for pleasure through silent, personal reading, as well as the enjoyment of a class novel.

- Opportunities for the development of a growth mind-set and positive learning behaviours, which are embedded throughout all subject areas. In the news and reflection activities to encourage children to think about global issues as well as those concerning our British Modern Society.
- Debates and discussions that relate to their spiritual, moral, cultural and social development to broaden and enhance children's understanding of the world.

English, maths, Science and computing underpin the teaching of each topic through a cross curricular approach. National Curriculum objectives and skills are taught in core subjects with careful consideration of accessibility and challenge for all pupils. Where subjects do not have a direct link to the main topic they are taught in discrete lessons such as RE, ML, science (in some cases), PSCHE and PE. Children will be taught RE from the locally agreed Oxfordshire syllabus.

Each subject area has its own policy.

### **Inclusion**

All pupils have equal access to the curriculum and are treated fairly regardless of race, religion, and abilities; diversity within the school is celebrated often through assemblies and sharing time in the classrooms. Planning also takes into account the needs of all learners, including those with special educational needs and disabilities, boys and girls and disadvantaged pupils. Therefore we may need to adapt the curriculum to meet the needs of these pupils ensuring they can access the broad and balanced provision.

### **Curriculum Enrichment**

Alongside our inspiring curriculum we believe that educational visits and trips to supplement the content give worthwhile opportunities for pupils to learn outside of the classrooms and from experts in their field. We plan a range of trips and visitors to school each year to support and enhance learning in many areas. In addition, we offer a variety of extra-curricular clubs to further enrich pupils' experiences and learning based on their interests.

### **Monitoring and Evaluation**

The curriculum will be reviewed regularly at SLT meetings and the Assistant Head will monitor planning, books and outcomes to ensure that the elements of the curriculum are being completed as stated and objectives being taught.

Governors will review the effectiveness of this policy and practice through regular pupil voice meetings and feed this back to the Curriculum Performance and Standards Committee termly.

## Appendix 1

### Curriculum Subject Overview

#### English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a text-based 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 and a variety of initiatives and incentives are shared with pupils across the year, such as using Reading Force as a family reading initiative and in-school reading competitions.

We use the Oxford Reading Tree Scheme and Letters and Sounds phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of online programmes are used to enhance learning e.g. Reading Eggs. Parents are given clear expectations about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting and Grammar, punctuation and spelling sessions are incorporated into the English lessons.

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school starting with the nativity in Reception and KS1, Easter play in Years 3 and 4 and the end of year production in Years 5 and 6 all in addition to class and special assemblies.

#### Mathematics

Using the White Rose maths Scheme, our teachers 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, develop their reasoning skills 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.

In Reception children work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four

number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking.

## **Science**

Science is taught as a separate lesson, where possible, but will be linked to our topic work where appropriate. We encourage our pupils to be curious about natural occurrences and to be excited by the process of understanding the world around them.

In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists such as The Sun Dome, Science Oxford and visits to the RAF Benson Technical site enhance the delivery of our science curriculum.

## **History and Geography**

We use topics to deliver History and Geography subject knowledge, skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years based on pupil interest and the National Curriculum requirements. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science.

Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures.

## **Art and Design**

Art has a very important place in our curriculum and is weaved into our half termly topics. 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. They will be introduced to a wide variety of artists and their styles.

We have Art days with a whole school focus on one artist or painting and we include art in our topics termly when possible which is then displayed around school.

## **Design and Technology**

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

## **Computing**

We have a discreet timetable for the development of computing skills but our approach is to integrate computing into as many lessons as possible: the use of computers, iPads and other hardware such as cameras is as much part of our learning tools as pencils and pens.

We follow the Purple Mash Computing Scheme and subscribe to this platform to support development of computing skills across a range of subjects. The pupils develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

## **Modern Languages**

From Year 3 to Year 6 we teach French to all pupils, taught by a specialist teacher. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be regularly used. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine, where opportunities allow.

## **Music**

In their music lessons, taught by a specialist teacher, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

We also draw on the expertise of the Oxfordshire Music Service where pupils in Year 5 and 6 learn a brass instrument.

## **Physical Education (PE)**

Some form of physical activity takes place every day in our curriculum. Our 'Move4Words' sessions are designed to do just that by developing pupil co-ordination and to prepare them for their first activity of the day.

We currently use Merton PE scheme to support the teaching of PE. Our outdoor PE sessions focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. The activities are rotated on a termly basis. Indoor PE is held in our hall and includes dance and gymnastics, which includes apparatus work. Swimming is introduced to the timetable from upper Key Stage 2. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments.

## **PSHCE**

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, and following the Jigsaw scheme

which incorporates Relationships and Sex Education, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times as well as supporting those of our children from military families who will face change more often than others. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We actively promote British values 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. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have a weekly timetabled PSHCE time where pupils learn about similarities and differences between people and cultures. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating. All pupils are taught how to use the STOP anti bullying strategy.

Philosophy sessions encourage our children to think for themselves and at the same time to encourage them to think with others. Our teachers will provide the stimulus for discussion and facilitate the enquiry. As skills develop the children not only state their own ideas but support them with reasons. They will become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

### **Religious Education**

We follow the Oxfordshire agreed syllabus for RE teaching across the school. The current Oxfordshire Agreed Syllabus for RE runs from 2015 to 2020. The Local Authority worked through its Standing Advisory Council on Religious Education (SACRE) to devise this syllabus.

SACRE is a body made up of people who represent all the major faiths and educational stakeholders. The syllabus reflects the central concern of the SACRE and Agreed Syllabus Conference: to provide practical, professional guidance and support to teachers in setting high standards for learning in RE.

The syllabus offers:

A clear account of the purposes of Religious Education.

- A syllabus in which six elements of programmes of study provide for a comprehensive and balanced study of religions - these are:
- Places of faith,
- Holy books and sources of authority,
- The natural world,
- Festivals, celebrations, customs, practices and lifestyles
- Founders and leaders
- Expressing meaning and symbolism.

The RE syllabus requires the exploration of questions and answers in the light of human experience and authentic encounters with religions, using key questions to develop and energise pupils' learning. There are opportunities for pupils to learn from Christianity and the other principal religions of the world represented in the UK and school.