

Perryfields Primary PRU



Curriculum Policy

Review Date	Reviewed Date	Reviewer	Action
September 2016	October 2016	Management Committee	Ratified by Management Committee
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September 2019			

Curriculum vision:

At Perryfields, our vision for the curriculum is one that is...

...To enjoy learning, to enjoy being together and wanting to return to mainstream...

This vision has been created by all staff and shared with the school's stakeholders. To ensure the vision is met the school has formed a school curriculum which aims to increase pupil's knowledge, skills and understanding by providing a stimulating and enjoyable education which fosters curiosity, independent thinking, imagination and creativity.

At Perryfields teachers plan a broad and balanced curriculum that provides high expectations for all which reflects the National Curriculum 2014 and includes all the relevant alteration in 2015/16.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum ...All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. ..The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

National Curriculum, 2014

The Organisation of the Curriculum

Key stages One and Two

English and Maths are taught from the National Curriculum 2014, these provide a long term plan which is robust, progressive and comprehensive, ensuring all the children receive a broad and balanced learning experience

For the remainder of the core and foundation subjects a long term plan has been created for each year group covering NC objectives and learning outcomes specific to the expected level for the age of the children. Assessment for foundation subjects will be conducted at half year mid-point and at the end of the academic year. – See new Perryfields Curriculum Assessments Scheme.

School Curriculum

The key drivers enable the school curriculum to be personalised to the children of Perryfields. The key drivers have been established by examining and identifying the needs of the children within the school and the essential skills they will need to ensure they are successful and happy in all that they do. The key drivers will run parallel to, and are interwoven within the school curriculum.

Key Driver

Knowledge and Understanding of our community, Country and wider world

Aims:

- To have understanding of British values, cultures and key events in the past.
- To know the continents of the world, key countries and capital cities
- To know how to be a responsible citizen within the local community
- To understand and respect different cultures and religions, present within the local community, in Britain and throughout the world
- To begin to recognise the opportunities beyond the local community.

Try new things

Aims:

- To be able to take risks both in and out of the classroom
- To be able to persevere with new challenges both in and out of the classroom
- To be motivated to learn
- To have experienced a range of outdoor and adventurous learning
- To develop an inner resilience to carry on even when things are hard.

Process

To enable learners to achieve the above outcomes the school has developed a set of key principles for all staff to follow

- To establish a learning to learn ethos within the classroom
- All planning to ensure opportunities to raise the children's self-belief and develop a positive attitude towards risk and challenge
- Regular opportunities to work as a team
- To continue to use the 'news flash' feature of Espresso and First News newspapers (as well as the online version) to also keep in touch with current issues.
- Provide our children with a greater knowledge and understanding of the world by discussing local and global issues and the impact that they have.
- Provide opportunities through trips, local exploration and the use of visitors to ask questions and explore people, society and their changes.

Alongside this 'special days/weeks' will be introduced such as Enterprise week to provide children with further learning opportunities.

Themes

The school will base planning around themes. These themes will be whole schooled based. There is no limited time period for each subject within the them, the length will be determined by the class teacher. Each theme will begin with a 'Launch day'. During this day the children will immerse themselves within the theme.

The planning process

All the teachers have a planning folder which contains all their planning for their particular class. The steps are

- Using the medium term planning formats teachers complete weekly term planning for both foundation subjects and each key driver
- For 2016/17 each child will have a Writing book that will allow them to present work in different ways and will show evidence of skills led learning,

Expectations of curriculum design

The following points should be demonstrated by all staff within curriculum planning, delivery and assessment to ensure rigor, accountability and high standards of achievements for all:

- The stated outcomes must initiate and drive planning
- Contribute to the design of an engaging curriculum.
- Clear reference to appropriate NC objectives
- Complete a theme map stating the outcomes of each theme using 'I can statements'
- Each theme needs to have a key text/s
- Them work to be reflected in class book and on web page
- Launch day to start each theme - boards to be added to throughout the term. Ensure they show case writing, celebrate children's work and share high expectations
- Provide at least 1 opportunity for first-hand experience through visits/visitors
- The planning is driven by children's perceptions of what they want to learn and know about
- Homework project linked to theme
- Make an Assessment of children's learning against stated outcomes at the end of each main theme
- Cross curricular links are meaningful therefore some subjects and skills will be taught discretely
- Medium and short term planning is a working document, it will be added to and adapted throughout each theme

Inclusion

All children have equal access to the provisions of curriculum within the school. Emphasis will be placed on developing the potential of each individual. Teachers will cater for the needs of pupils of varying aptitude through a mixture of common open-ended activities and tasks. Resources will be selected to provide access and challenge for the most able and those with learning difficulties

The school has a Gifted and Talented register and children who exhibit particular strengths in subject areas, or general learning ability, are catered for within lessons.

Each foundation subject is led by a teacher who is the subject coordinator; it is their responsibility to manage resources and to provide advice and support for teachers when planning, teaching and assessing. The coordinator may also identify any training opportunities available outside school and draw them to the attention of any individual for whom he/she feels may be useful.

Each ½ term, every child on role, will have an opportunity to take part in an of-site educational visit or experience linked to the topic of that half term.

Appendix One Foundation Subject Statements

Art

Rationale

Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

Aims of teaching of Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims 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, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and

developing work. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to staff. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

Computing

Rationale

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

Aims of teaching of Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

At Perryfields

- Children will be equipped to use technology as a tool to enhance and improve work quality, efficiency and lifestyle.
- Children will understand how to use all technology safely and responsibly, especially online communication technologies. (*also see e-safety policy*)
Children will have an understanding of how computers and networks function, and how they can be programmed to complete tasks.

Design and Technology

Rationale

Aims of teaching of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to staff. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

When working with food:

- An adult will be required to supervise activities involving cooking and food handling/preparation.
- When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
- When working with food all children and adults should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- Only the equipment in the food cupboard, which is for food use only, should be used.
- Glass and wooden items should never be used.
- Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.
- Only use equipment set aside to use with food.
- See the school's Health and Safety Manual for further guidance.

French

Rationale

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims of teaching languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Geography

Rationale

Through Geography pupils have the opportunity to see the world from different points of view. They find out about physical and human processes and begin to understand and explain the impact that we have on the world, and how sustainability is the key to the future.

Aims of teaching geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

(National Curriculum 2014)

Teachers will ensure opportunities for active learning are exploited including the regular use of first hand experiences, including visits and fieldwork. There will be an emphasis on encouraging pupils to investigate places and features by asking a range of geographical questions, by responding in a variety of forms and by making judgements about geographical matters.

History

Rationale

History will provide a background to understanding culture and society in a world context. 'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time'. (New curriculum 2014)

Aims of teaching history

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

(National Curriculum 2014)

When investigating a time period to arouse and sustain an interest in history, building on a child's natural curiosity, teachers will ensure opportunities for links to be made to the locality where ever

possible. Children will use both primary and secondary resources as specified in the National Curriculum:

- Artefacts
- Pictures and photographs
- Oral history
- Written sources
- Building and sites
- Music

Music

Rationale

We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

Aims of teaching of Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PE

Rationale

At Perryfields we believe that the Physical Development which we provide forms an essential foundation for the growth of the whole child through the teaching of PE and Dance.

As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, teamwork and self-esteem. In addition to this, spiritual and cultural understanding will also be developed.

Emphasis is also placed upon leading a healthy lifestyle. We value Physical Education and the sporting activities we as a school provide during lessons, school clubs, break times and lunch times.

Aims of teaching of P.E

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to

compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Where possible the risk assessments of each area for PE are discussed with the children at the start of PE lessons:

- Teachers and other adults working within P.E. and school sport should promote an understanding of safe practice, and develop pupils' sense of responsibility towards their own and others' safety and well-being.
- Teaching staff should do a risk assessment before the beginning of each lesson to check for spills and hazardous articles, particularly following lunchtime.
- Safe and effective exercise procedures will be taught and adopted in all activity sessions within and outside of school, e.g. including warm-ups and cool-downs.
- Pupils should respond readily to rules and instructions.
- To ensure the safety of each pupil, no jewellery should be worn. Earrings must be removed for all physical activity.

PSHE

Perryfields has decided to adopt the programme of study developed by the PSHE association.

<http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development and should be read in conjunction with these.

Aims of teaching PSHE

The programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child. It should be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant information
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

A variety of teaching and learning styles will be used when delivering PSHE and Citizenship. These may include: discussion, videos, and stories. Resources and strategies such as , Cambridge, SEAL, circle time will also be regularly used.

It is important to set the appropriate climate for learning by encouraging active participation, asking the children open ended questions and encouraging to ask open ended questions of each other. PSHE is integrated into the new Primary Curriculum and topics are covered at least once, but most of the topics are covered several times. However, each time a topic is covered the class teacher will ensure it is appropriate to the child's age, maturity and ability.

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and conflict resolution. Circle time an important role in this area and are used throughout the school. Elected representatives of each year group attend a school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

Assessment

There are no attainment targets for PSHE education. Teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed.

R.E

At Perryfields we believe that Religious Education is concerned to enable pupils to become aware of religious aspects of life and to give them some knowledge and understanding of Christianity and the other major world faiths. The content is concerned with the beliefs and religious practices of people and what these can mean for these people as they live out their lives. It aims to develop skills and some understanding of religious ideas. Religious Education is also concerned with the search for meaning and purpose in life by both believers and by the pupils themselves. We help the children learn from religions as well as about religions.

Aims

At Perryfields Primary School we aim to:

- develop pupils' awareness of the religious aspects of life.
- give pupils some knowledge and understanding of the major world religions.
- help pupils recognise people behave in certain ways because of the beliefs they hold.
- allow them to explore their own feelings, experiences and emotions as they explore some of the puzzling questions of life.
- encourage pupils to have respect for others with different beliefs, practices and ways of living.

The legal position of Religious Education

Our school curriculum for RE meets the requirements of the Education Act (1996), the School Standards and Framework Act (1998) and the Education Act (2002) These require that religious education is taught to all children, including those in reception classes who are less than five years old. However parents are allowed to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the headteacher and school governors. If a child is not to participate in the lesson he/ she will go to a parallel class where RE is not being taught. Teachers can also refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on The Worcestershire Agreed Syllabus and it meets all the requirements set out in that document. In line with the legal requirement of the Education Act (2002) Christianity is taught as the predominant religion in both Key Stage One and Two. A minimum of five other religions must be taught according to the following pattern:

Key Stage 1: Christianity, Judaism and one other religion (Buddhism)

Key Stage 2: Christianity and Hinduism (Years 3-4), Islam (Years 5-6), Sikhism (Years5-6) and one other religion (Buddhism)

A range of learning and teaching strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

