

# The Bishops' C. of E. and R. C. Primary School Curriculum

**Within our school curriculum and ethos we aim to:**

- Embrace a Christian ethos and value every individual within its community.
- Promote the joy of learning in all that we do, learn and teach.
- Encourage, and expect, care and respect for one another, ourselves and the environment.
- Offer a safe and stimulating learning environment in which all members of the community are motivated and challenged to be their personal best and life-long learners.
- Endeavour to prepare children to be well-equipped and active citizens in our diverse society and the wider global community. They leave confident in knowing how they can make a positive difference.
- Teach with excellence through continuing professional development of adults and rich experiences. We aim to nurture and celebrate the particular gifts and talents of pupils.

This document sets out an overview of the philosophy and values that underpin our curriculum provision, along with the models of pedagogy that are used to implement our vision of a contemporary, relevant education which 'prepares pupils for opportunities, responsibilities and experiences in later life' (Education Act 2002).

## **Intent**

We define our 'curriculum' in the broadest possible terms, to embrace all the learning opportunities, formal and informal, that are planned for children in school to encourage their further growth and development.

*'A curriculum for the 21st century will reflect an understanding and acknowledgement of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future. Young people will need a wide and adaptive set of skills to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society.'* (ACARA, University of Melbourne. 2009)

With this in mind we place the Global Dimension – of which Global Citizenship is a key element – at the centre of our curriculum. The Global Dimension is integral to the curriculum of each subject, the approaches we use to teach and the foundation for many assemblies and the wider curriculum. We believe that placing our strong Christian ethos and

Global Dimension at the heart of our school gives us our unique curriculum, which prepares children to be kind, compassionate and active citizens in an ever-changing world and life-long learners.

*'A **global citizen** is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable.... **global citizenship** is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference.'* (Oxfam Education)

### **Curriculum aims**

At The Bishops' our curriculum provision will:

- be ambitious, progressive and fitting for children in a fast-changing world
- be broad and balanced, developing the whole person
- promote high standards of learning and attainment for all children, encouraging each one to reach their full potential
- encourage enquiry and enthuse children with a sense of awe and wonder for exploring their world
- prepare children to be life-long learners who are always seeking to develop their knowledge and understanding
- equip children with the essential skills, understanding, attributes and attitudes needed to play a full, successful part in society
- make meaningful links between different aspects of learning
- be filled with rich, first-hand, purposeful experiences
- value both independence and interdependence within the community of learners
- possesses a significant local, national and global dimension
- use the skills of specialist teachers to provide high quality opportunities for children in Music, Sport, The Performing Arts and French.
- promote the motto of the school – **Live fully, Laugh often, Learn deeply, Love as God loves you and Let your light shine.**

## Implementation

### Curriculum Areas

The school has policies and programmes of study for each curriculum area in the National Curriculum.

These are:

- **English:** Reading, Writing (including spelling, vocabulary, grammar and punctuation) and Spoken Language
- **Mathematics:** Number (place value; addition and subtraction; multiplication and division; fractions, including decimals, percentages, ratio and proportion, as appropriate); Measurement; Geometry (properties of shapes; position and direction); Statistics; Algebra (Upper Key Stage 2)
- **Science**
- **Geography**
- **History**
- **Art and design**
- **Design and technology** (including food technology)
- **Computing**
- **Music** (Including Stave House for FS-Year 3)
- **Physical Education**
- **French**

In addition to these we also teach:

- **Religious Education**, as outlined in our unique curriculum based on the R.C. curriculum set out in 'Come and See' and the C. of E. resource 'Understanding Christianity'. This reflects our core foundations as a Christian school and enhances the children's theological literacy and conceptual understanding of religions.
- **PSHCE and SRE**- We use the Jigsaw programme of study for the majority of our curriculum along with 'Journey in Love' in our Summer term.
- **Global Citizenship**, as outlined by Oxfam as part of the wider Global Dimension. These skills, values and attitudes are embedded in our curriculum much of the time.

Acts of Worship form a major aspect of our learning in school – they give the school a sense of spiritual direction and provide the children with the opportunity to come together as a reflective community. Acts of Worship are mainly of a Christian nature, although we regularly focus on the appreciation of non-Christian festivals and events, as part of our commitment to preparing children to be active citizens in a multicultural society. Acts of Worship greatly enhance children's Spiritual, Moral, Social and Cultural Development.

Extra-curricular clubs also form an important part of the school's provision.

Learning based in the local environment and educational visits further afield (including outdoor/ adventurous activities on residential visits) make learning 'come alive' for children and support team building.

### **Early Years/ Foundation Stage**

The Reception Class follows the Early Years/ Foundation Stage Framework. This curriculum model sets standards for the learning, development and care of children from birth to 5 years old. All maintained schools and Ofsted-registered early years' providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. Our Foundation Classes are fully integrated into the life of the school.

Areas of the EYFS/ Foundation curriculum include the Prime Areas: Personal, Social and Emotional Development; Communication and Language; Physical Development; and the Specific Areas: Literacy; Mathematics; Understanding the World and Expressive Arts and Design. These areas are taught through thematic 'topics'.

### **Curriculum organisation**

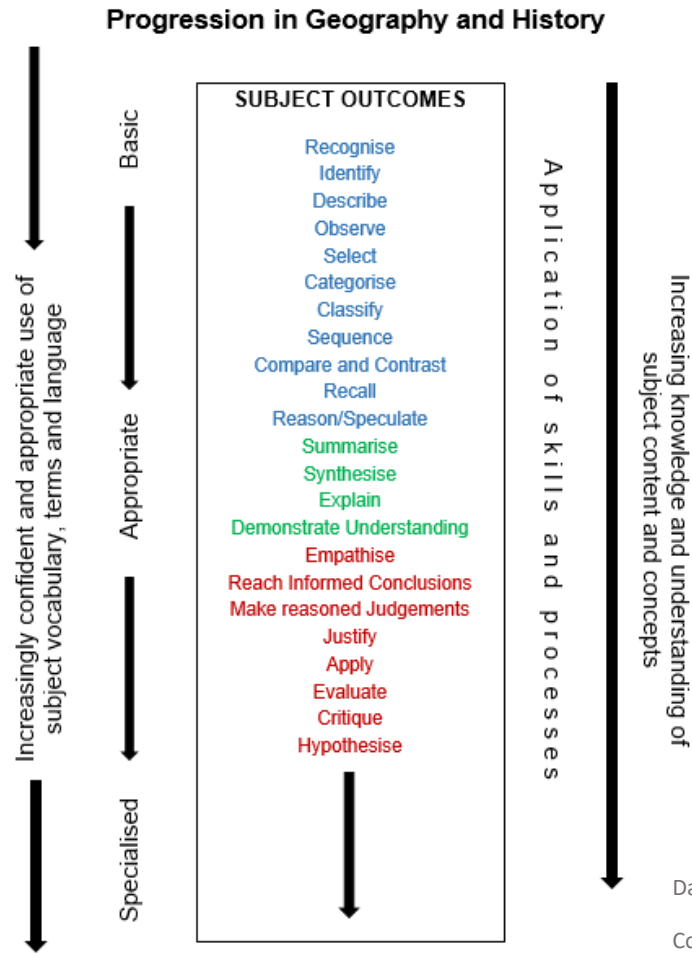
Areas of the curriculum may be taught as discrete aspects of learning (particularly Religious Education, maths and the more 'formal' areas of English, such as phonics, spelling, punctuation and grammar).

In Years 1 to 6 each year group has 6 key enquiries – 3 Historical and 3 Geographical (Connected History and Geography, Collins). These 6 enquiries form the basis of 'topics' through which contextualised links with other foundation subjects are made and taught. Within a topic subjects may be blocked to facilitate the teaching of progressive subject specific skills and allow for depth. Each subject has a progressive programme of study detailing the skills, knowledge and understanding to be covered as well as details of varied genres and individuals who reflect our broad and diverse global society.

Every topic has one or more immersive moments. These are carefully planned first hand experiences that enrich the topic and bring learning to life. Examples of these experiences include entry or exit points to a topic, a school trip, a visitor, role play, and field work.

### **Progressive skills**

Our progressive curriculum is not purely about learning more each year and being knowledge rich, it is also progressive in terms of the skills we encourage children to develop. Wherever practicable the outcomes for each lesson and progressive unit are centred around this spine of skills:



### Curriculum leadership

Each curriculum area is led by one or more subject leaders who are responsible for developing policies and subject curriculums with progressive outcomes and ‘End of Year Learning Goals’. Subject leaders may lead a monitoring session examining an aspect of their curriculum. In addition, they give advice to colleagues, maintain resources and keep updated on current developments in this field through individual research or by attending Continuing Professional Development.

### Equity and Inclusion

Our curriculum provision forms a key component of all children’s entitlement to a broad and balanced education. We are committed to providing a learning environment conducive to the needs of all. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Our curriculum provision is tailored for each child. Differing abilities (including SEND and Gifted and Talented children), and needs (cognitive, social, physical and emotional) are met in a variety of ways. Differentiation of provision is achieved through varying tasks and/ or aims, varying the degree of support or challenge offered by adults for individuals or groups and the expectation of different outcomes.

## **Impact**

Subjects are formatively assessed as they are taught. This feedback directly informs teachers and impacts on the next steps or lessons for children.

At three formal points a year children are assessed in Reading, Writing, Maths and R.E. At the end of the year all foundation subjects are assessed using the 'End of Year Learning Goals' written by subject leaders to assess key objectives in the subject. Children are assessed as 'Working towards' 'Working At' or 'Exceeding' Year group expectations.

In addition, monitoring sessions occur in different subjects. These sessions frequently include discussions with children and staff, planning and work sampling and lesson observations.

We use the above strategies to ensure our curriculum satisfies our intent, is ambitious, progressive, achievable and appropriate. Measures are taken if resources, training or revisions are required.