

Hambrook Primary School

Curriculum Policy

Rationale

At Hambrook Primary we are dedicated to the development of the whole child, (academically, socially, emotionally and physically) and to enabling all pupils to achieve their full potential through high quality teaching.

Our curriculum adheres to the National Curriculum requirements for 2014 and the EYFS curriculum but is created with the needs of our children at heart.

Every class focuses on the skills needed to succeed ranging from resilience and perseverance to teamwork and independence. Our pupils are taught to use the language of successful learning, to take responsibility for their own performance and to measure their successes against their own baseline whether that is in academic, sporting, musical or other areas.

We deliver the curriculum using a multi-sensory and stimulating approach. We believe that children learn best when they are fully engaged with the subject area. We aim to maximise all learning opportunities. The pupils are encouraged to develop as individual learners and problem solvers

As a school community, we all continually strive to improve all areas of the curriculum. We endeavour to be innovative and to respond positively to new initiatives when we feel they will improve the curriculum and benefit the children.

Our curriculum is:

- **Broad** - so that it provides a wide range of knowledge, skills and experiences.
- **Balanced** - so that each subject has sufficient time to contribute effectively to learning. There must be time for teachers to teach knowledge, content and skills with sufficient depth, and time for pupils to understand, practise and learn.
- **Relevant** - so that learning can be linked to real experiences, both in the children's local community and the world at large.
- **Coherent** - so that subject areas can be linked to make the learning experience more meaningful.
- **Progressive** - so that objectives are specific and progress year on year ensuring consistency, continuity, and rigour.
- **Differentiated** - so that the curriculum is accessible to all pupils and is delivered at an appropriate level to match individual needs and abilities. We believe that pupils have individual learning styles and we plan according to those styles.

Aims

- To provide a rich, exciting and balanced, integrated curriculum which is accessible, challenging and enjoyable for **all** pupils, encompassing the National Curriculum and preparing them for life in the 21st century.
- To develop lively, enquiring minds, the ability to question, debate rationally and apply themselves enthusiastically to all they undertake.
- To develop personal, moral and spiritual values, respect for religious beliefs and tolerance of other people's cultures and religions.
- To use language and number effectively.
- To understand the world in which they live and foster a caring and responsible attitude towards the global environment.

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- To acquire understanding, knowledge & skills relevant to adult life & employment in a fast changing world, including developing skills in a range of technology.
- To appreciate human achievements and aspirations.

English

Reading is an essential life skill and is central to our curriculum. We aim for pupils to become free readers, enjoying books that enrich their language and learning and make them aware of worlds beyond their everyday. We provide frequent, regular opportunities for pupils to read and enjoy books through 1:1 reading, guided reading sessions and whole class texts. In the early stages of reading, pupils are taught to use phonics to decode alongside learning to recognise "tricky words". Over time, pupils are encouraged to read a wide range of texts for different purposes. In school we promote the enjoyment of reading through themed book weeks, library visits and a culture of reading shared by adults and children. Each child is set individual reading targets, which are monitored regularly to ensure continued progress.

In writing, our intention is to develop pupils as independent writers who enjoy communicating with a variety of people for different purposes. Every class has a daily writing session to develop skills. There are many elements to these lessons that are facilitated through a range of different genres of writing. Grammar, punctuation, handwriting and spelling are taught explicitly as well as through extended pieces of fiction and nonfiction writing. Each child has a writing target which enables them to make progress.

We endeavour to ensure that pupils build upon their skills of speaking and listening, communicating with others, developing the confidence to solve problems, speculate, share ideas, make decisions and reflect on what is important.

Mathematics

In maths we aim to develop the children's experience and study of the abstract, concrete, spatial and numerical principles of the universe and to help them to learn to apply these in real life situations and to benefit themselves and others.

The content of the Maths curriculum covers the requirements of the national curriculum and local authority guidance. Maths is generally taught discretely, however, teachers link learning to the current topic and the wider curriculum whenever a link is clear, adds depth, or a sense of wonder, or the opportunity to apply basic skills in a new context.

We follow a calculation policy which is available on our website.

Science

Science is concerned especially with questioning, observing, predicting and experimenting and it is our aim to encourage all pupils to have an interest in the wonders of the natural world, including the structure, growth and function of living things.

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

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- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

In each class, we teach pupils specific content taken from the national curriculum. The skills relating to investigations (planning, carrying out and recording) are taught alongside this content to ensure children fully understand a concept and are able to go on to explain it.

Computing

We recognise the importance of pupils acquiring computing skills and developing competence in a variety of contemporary technologies. All pupils are encouraged to use computers appropriately and safely. The teaching of computing is adapted to the needs of our children and enriched so that it engages pupils and provides them with the core skills they need to be computer literate in a digital age.

Our curriculum provides opportunities to practise skills across a range of subjects but is predominantly taught discreetly through lessons which enthuse and inspire children of all abilities and ages.

We follow the Elim scheme of work.

Religious Education

RE is taught in accordance with the Locally Agreed Syllabus. The principal aim is to enable pupils to understand the nature of religion. The teaching is of a broadly Christian nature but all belief systems are treated with equal respect and children are taught about major world religions. We value trust and honesty, and celebrate diversity, which we believe enhances our lives. Our community is respectful, tolerant and caring towards others. We lead by example.

Parents have the right to ask for their children to be excluded from Religious Education.

Music

Music is a unique form of communication that can inspire and motivate children. It is a vehicle for expression and can play an important role in personal development. As music reflects cultures and societies, the teaching and learning of music will enable our pupils to gain a better understanding of the world in which they live and will play an important role in helping them to feel part of the community. In music we help children to enjoy listening to a wide range of music, be involved in making music and performing music either through musical instruments or their voice to a wide audience.

We follow and supplement the Music Express programme

Geography

Geography gives pupils the opportunity to ask and answer questions about the natural and human worlds. It provides a focus for understanding and resolving issues about the environment and sustainable development, whilst encouraging pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

The National Curriculum for Geography is very much one based on knowledge and acquiring facts. However, at Hambrook we also focus on skills to help children develop a greater understanding of geographical enquiry and the world in which we live. Children are taught how to use maps and atlases to enable them to discover and learn about towns, cities, countries, continents and oceans. Field work is included and children are taught how to use a compass. All year groups complete comparative work, looking at their own location and similar places in other continents. Children are taught and encouraged to use correct Geographical terminology with regard to the weather and different human and physical features of the environment.

History

At Hambrook we believe it is important that children have the opportunity to understand and learn from the past in order to develop further their respect for other people and their environment, today and in the future. History contributes to pupils' knowledge and understanding of other countries and cultures.

Within the curriculum, children will learn about significant historical events, such as the world wars, significant people, for example, Florence Nightingale and pertinent historical events from their own locality. Children will also learn about events and changes within their living memory as well as those beyond living memory. History is often brought to life through visitors to the school, or educational trips

Physical Education and Sport

Sport is a crucial part of our curriculum. All pupils are involved in sports activities at least twice each week. The overriding aim is to develop control, co-ordination and mastery of the body and, therefore, we encourage pupils to learn to use their bodies, individually and in team situations, in order to keep fit, and co-ordinate body, mind and spirit. The foundations laid at Hambrook will form the basis of continued active participation in physical activities, regardless of ability, throughout the children's lives. On occasions, parents and visiting coaches are invited to assist the pupils in their games' lessons.

In addition to this, we offer sport specific extra-curricular clubs and various inter and intra school competitions so pupils can nurture and develop their interests. We encourage active participation in physical activities on a daily basis, as we believe it offers another arena in which they can be successful. Achievements outside the classroom are as important as those inside providing opportunities to develop positive learning behaviours, collaboration, confidence and self-esteem. For this reason, we also encourage pupils to share their sporting achievements from outside school during our weekly celebration assembly

Art and Design

Art is an important means by which children are enabled to express moods, feelings, ideas and opinions. It stimulates creativity and imagination, providing visual, tactile and sensory experiences in order to develop a unique way of understanding and responding to the world.

All children are encouraged to develop their artistic creativity whilst learning new skills, often within the context of their topic work. They are given opportunities to experience different approaches to art and design; working individually, in groups and as a whole class. Although Art and Design is integrated across the curriculum, we believe some skills need to be taught discreetly in order for children to practise the skills associated with working with a particular medium. Children will also be introduced to various famous artists, study their works and create pieces which reflect their style of work. Throughout Key Stage 1 and 2, an awareness of colour, shape, texture, line and shade are developed alongside the use of various media such as paint, pencil and fabrics. Within the foundation stage, every child has access to various art and craft materials in order to experiment with creative play from an early age. All children are given the opportunity to evaluate their own work and see their art on display in their classroom. Design is predominantly linked to topic work. Children are taught to design, plan, make and evaluate using a hierarchy of skills.

Design and Technology

In Design technology we develop the individual child's ability to co-operate, compromise, plan and construct and make decisions. It is an interdisciplinary, cross-curricular skills-based approach to the complete problem-solving process, involving the production of designs, their improvement and the devising of strategies to achieve purpose and/or a product. In Design Technology pupils combine practical skills with an understanding of aesthetics, social and environmental issues.

PSHE

At Hambrook we are completely committed to helping our pupils to become confident, reflective, compassionate, well informed individuals who go on to contribute proactively and positively to society. Through our curriculum we teach children to understand the vital importance of respect and tolerance for all people. We help them to develop their interpersonal and life skills through discussion and learning experiences. Children are taught about democracy, health and personal wellbeing and how to care for and sustain the environment.

We follow the SEAL programme.

Sex and Relationships Education

This is considered to be an integral part of Personal and Health Education, which is taught throughout the school to ensure that all pupils receive the understanding and knowledge they require as they approach adolescence. In years 4, 5 & 6 pupils view videos concerned with aspects of growing up. Parents are informed when this will take place and are invited to discuss the curriculum and view the resources prior to this.

Parents have the right to withdraw their children from sex education except any parts that constitute part of the National Curriculum.

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Languages

The teaching of French introduces pupils to another language in a way that is enjoyable and fun, and helps develop their awareness of cultural differences in other countries. The greatest emphasis will be given to speaking and listening, with writing and some reading included where relevant. Teachers use a variety of techniques to encourage the children to take an active role in French lessons including games, role play and action songs. When possible, native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the pupils in learning about the culture of France.

Curriculum Enrichment

We believe in offering an enhanced curriculum to stimulate the children's minds and enthusiasm. We hold regular 'themed' weeks, organise school trips, invite visitors to school, participate in music festivals and use the local community and environment.

Outdoor Learning

Through participation in outdoor learning and Forest Skills we aim to: offer opportunities to investigate and learn about the outdoors; develop confidence and self-esteem; encourage teamwork; teach key skills and allow pupils the opportunity to undertake and control risk. Where possible this links to the statutory curriculum for other subjects including science, DT, PSE, art and literacy.

Policy date: Summer 2016

Review date: Summer 2017

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EIA Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (language, culture, ethnicity)		
Religion or belief (worship, religious or cultural observance, incl non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment