



# Nutley Church of England Primary School Curriculum policy

This policy was endorsed by the Board of Governors at this meeting on 29<sup>th</sup> March 2021

This policy is due for review

Signed

A handwritten signature in blue ink, appearing to read 'J. Ransoh'.

Chair of Governors

Date: 29<sup>th</sup> March, 2021

Signed

A handwritten signature in blue ink, appearing to read 'E. Pearson'.

Headteacher

Date: 29<sup>th</sup> March, 2021

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At Nutley Church of England Primary School we want all our children to:

*Believe and Achieve*

in all aspects of the Curriculum.

**John 10:10** *I have come that they may have life, and have it to the full.*

## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high expectations for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Engage, excite and stimulate learners and relevant learning experiences
- Promote life-long learners
- Focus on the well-being of learners
- Promote outdoor learning, including Forest School
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage

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The curriculum encompasses all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the National Curriculum (including the EYFS Statutory framework), but also the wide range of activities that the school provides in order to enrich the experience of the children.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Headteacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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 SEN

### 3.3 Other staff

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

The teaching staff will ensure that:

- The curriculum is delivered effectively in accordance with the ethos described in this policy.
- Evidence through working walls and other displays show a range of learning across the curriculum.
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate.
- Subject Leaders provide a strategic lead, support and advice colleagues, and monitor progress in their curriculum area.
- The procedures for assessment meet all legal requirements and results are published.
- There is equality of access to the whole curriculum.

The curriculum leader will ensure that:

The governors are informed of curriculum issues involving quality of teaching and progress.

The curriculum policy is carried out by teachers via monitoring including lesson observations, learning walks, pupil voice and book scrutiny.

Medium and long term planning meets the aims sets out in this policy.

*Academic Year 2020-2021 – The curriculum leader is Emma Robinson*

## 4. Organisation and planning

### Mixed age classes

Where the children are grouped in mixed-age classes, the curriculum follows a two-year cycle to ensure that no learning is unintentionally repeated and that there is progression as children move through the school. Currently, only Reception are taught as a single year group. Years 1 and 2 are taught together. Years 3 and 4 are taught together and Years 5 and 6 are taught together.

The curriculum has been organised into integrated topics. Each topic has been given a key focus of History, Geography or Science, and links have been made to other curricular areas within the topic and curricular focus.

Subjects are still taught discretely but links are made across them to a common theme where this is possible. If this is not possible they are taught discretely to ensure curriculum coverage

### Christian Ethos

The school curriculum is underpinned by the Christian ethos of our school. In addition to the teaching of R.E., there is provision for a daily act of collective worship. We expect our children to put the Christian values they acquire at school into practice both in their learning and in their interaction with other people. Our curriculum allows the children to explore the Christian distinctiveness of their community but also Christianity in the wider world as well as other world faiths. This includes exploring similarities and differences between communities and cultures. In order to do this, we carefully plan and teach topics which allows the children to explore world themes. This includes school visits and visitors to enhance the children's understanding and develop a broader view of the world around them.

### SMSC (spiritual, moral, social and cultural development)

- At Nutley Church of England Primary School, it is expected that aspects of SMSC run throughout the daily teaching and learning of all subjects. It can be taught discretely but in our school we want it to be a part in all that we do. We believe SMSC is vital to equipping the children with a foundation that will make them well rounded individuals throughout their time at our school and beyond. It allows them to appreciate themselves and the world in which they live.

### RSHE (Relationships, Sex and Health Education)

- The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Our school's vision for RSHE is:

*"We believe that relationship, sex and health education (RSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our vision is for all our pupils to respect and celebrate the diverse world we live in and ensure they display a positive and caring attitude to themselves and each other, both physically and mentally."*

- We use the Jigsaw PSHE programme as a basis for our whole school PSHE scheme of work, including RSHE.

### British Values

- The Department for Education states that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world.

See our EYFS policy for information on how our early years curriculum is delivered.

See the school website for further details of the school curriculum. Mid-term planning can be found on the class pages on the school website.

### **Outdoor Learning:**

We take a great pride in the quality of outdoor learning we provide for our pupils. Our school is situated on the very edge of the Ashdown Forest, an ancient area of open heathland. All of our pupils take part in a carefully planned programme of Forest School, led by a qualified instructor. Our pupils learn valuable skills, including teamwork, resilience and perseverance. They engage in stimulating and exciting activities, including fire making, den building and outdoor cooking. The activities planned linked to current classwork wherever possible, with the Forest School instructor planning the scheme of work with the class teachers.

## 5. Inclusion

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

Teachers will 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 will 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 to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

End of year expectations for all subjects can be found on the school website under the curriculum tab.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: learning walks, discussion with subject leaders, pupil voice and scrutiny of the school website.

The senior leadership team and subject leaders monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book looks and pupil voice.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. Subject leaders will update governors at prearranged points through the school year, e.g. the RE subject leader updates the Christian Ethos Committee on RE teaching and learning.

Class teachers assess children in a number of ways, including questioning, assessment tasks, pupil voice and work scrutiny.

This policy will be reviewed every year by the headteacher, curriculum leader and nominated governors. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Equality information and objectives
- RSHE Policy