



Curriculum Policy

Date of last review: November 2022



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Introduction

Our vision

Our curriculum is integral to the fulfilment of our school vision: to equip children with the **vision, passion** and **skills** needed to transform society.

Vision: Purpose in life is far more powerful than property or possessions. Having more to live with is no substitute for having more to live for. We want all children to grow up to live **purpose-rich, fulfilled lives**. We want them to develop a **clear vision** that energises and drives them – a vision of a society transformed by love. Through all parts of our curriculum and through daily collective worship, we seek to support children to discover a vision that inspires them.

Passion: We want all children to experience a **deep sense of joy** in everyday life. Our school is an exceptionally happy place to be and we are passionate about all that we do and pursue. We approach our curriculum with **enthusiasm** and a **thirst for knowledge**. Through our broad, diverse curriculum and our unique extra-curricular offer, we want children to develop new interests and passions. Ultimately, we want every child to feel energised about the impact they can have upon society.

Skills: Children need a world-class academic education that enables them to **grow in wisdom, knowledge and skills** so that they may have a transformational impact upon society. We provide an exceptional curriculum and inspirational, knowledgeable teachers who deliver academic excellence for all. Our curriculum enables long-term learning: we learn new content and, importantly, we revisit and embed previous content.

Our motto

Our motto – **let your light shine** (Matthew 5:16) – is all about transforming society. When we let our light shine, we let the light of Jesus radiate from within us to transform lives and communities around us. When we let our light shine, we shape society with the peace, joy and compassion of Jesus. When we let our light shine, we pursue love and unity.

Ultimately, our curriculum seeks to enable every child to let their light shine.

Our values

Our school values (love, friendship, forgiveness, thankfulness, compassion, community and hope) are woven within all parts of our curriculum. We know that, if we are to be successful in the pursuit of our ambitious [vision](#), we need to provide a values-based education.

Our relationships

We believe that strong relationships are the bedrock of effective teaching and learning. As a Christian school family, we invest time in building deep, meaningful relationships with one another. Our Christian faith is all about relationships. It is about the most important relationship of all: our relationship with the God who made us. Jesus said that the first and greatest commandment is to love God. The second is to love our neighbour. Our relationships with one another, guided by our Christian vision and values, are at the heart of our school curriculum.



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1.0 Curriculum objectives

Our curriculum has the following core objectives:

- To secure, for all children, fluent and effective reading to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure and as a door to further learning.
- To secure, for all children, a fluency in number and an ability to manipulate number to support problem-solving and reasoning.
- To develop resilience and problem-solving skills to enable children to link their knowledge and skills to become creative thinkers who act with wisdom.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations.
- To provide our children with secure knowledge and skills across all National Curriculum subjects to equip them for future learning and to enable them to discover areas of interest.
- To ensure children understand how to keep themselves safe and healthy, both physically and mentally, to support their long-term wellbeing.
- To share the life-giving message of Jesus and develop an understanding of, and deep respect for, the beliefs and cultures of everyone in our global society.

2.0 Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

Religious Education:

The [1988 Education Reform Act](#) states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. As a Church of England Academy, Religious Education is at the centre of our school curriculum, in accordance with the Trust Deed of the Academy. The Governors, in consultation with the Headteacher, have decided, following advice from the diocese, to adopt the Agreed Syllabus from the Diocese of Blackburn. For more information, see the Religious Education Policy.

3.0 Roles and responsibilities

3.1 The Governing Body

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

The governors will also ensure that:

- A robust framework is in place for setting curriculum development priorities and aspirational targets.
- The school is complying with the Trust Deed and is teaching a "broad and balanced curriculum" which includes all National Curriculum subjects as outlined in this policy.
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND).



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- The school implements the relevant statutory assessment arrangements.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to. The headteacher will also ensure that:

- All elements of the curriculum, and subjects offered, align with the school vision and mission statement.
- The needs of individual pupils are met by teachers.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- Requests to withdraw children from curriculum subjects are managed appropriately.
- The school's procedures for assessment meet all legal requirements.
- The governing board is involved in, and aware of, decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school curriculum development priorities in order to make informed decisions.
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEND.
- Supporting subject leaders to lead their subjects effectively through the allocation of resources, including the organisation of professional development.

3.3 Other staff

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

The **curriculum leader** oversees the work of subject leaders and, through the provision of coaching, mentoring and support, empowers them to lead their subject successfully whilst growing as a leader.

Subject leaders are all qualified teachers. Each of the following subjects has a designated subject leader: religious education (RE), mathematics, English, phonics, science, physical education (PE), languages, art and design, design and technology (D&T), history, geography, music, computing, and PSHE.

Within each subject area, subject leaders will:

- Sustain and reimagine the vision (intent) for their subject.
- Be ambitious for their subject, designing a curriculum progression model that challenges pupils.
- Support teachers in the effective delivery (implementation) of the curriculum, ensuring that the needs of all pupils are met.
- Monitor the impact of their subject through a range of approaches (this will usually include professional discussions with teachers, meeting with pupils, and looking at examples of pupil work).
- Be responsible, alongside the curriculum leader, for the ongoing evaluation and development of their subject.
- Manage available resources, ensuring teachers have the materials they need to facilitate effective teaching and learning.
- Keep up-to-date with current thinking, initiatives and developments in their subject and disseminate this as appropriate.
- Be aware of staff development needs and facilitate professional development.
- Facilitate the sharing of good practice.
- Report regularly to school leaders and governors on the impact of the curriculum.

Teachers and **teaching assistants** plan and implement each subject within their year group / phase. All members of teaching staff share responsibility with subject leaders and the curriculum leader for the ongoing development of the school curriculum.



4.0 Curriculum evaluation and development

Curriculum evaluation and development is an ongoing process, overseen by the Headteacher and curriculum leader.

Whole-school curriculum development planning is a central part of our continuous school improvement cycle. This typically spans a three-year cycle, made up of three phases:

- Phase 1 (Year A)
- Phase 2 (Year B)
- Phase 3 (Year C)

Subject development plans, overseen by subject leaders (with support from the headteacher and curriculum leader), are aligned to this. These are written with a three-year period in mind to ensure that subject development is coherent over time.

This joined-up approach ensures coherence in curriculum development planning over time and across different subject disciplines.

5.0 Curriculum organisation and planning

5.1 Curriculum anchors and landing points

To help teachers to plan for progression within every area of the curriculum, subject leaders have developed 'anchors' and 'landing points'.

Anchors are themes or concepts (sometimes called 'threshold concepts') that are woven within the fabric of each subject. As such, children come back to them time and time again throughout their time at primary school, allowing them to make connections between new and prior learning. An example of a curriculum anchor from History would be 'to understand chronology'. Every time a child studies History (whether it be an exploration of *The Great Fire of London* in Year 1 or a study of *The Maya* in Year 6), they are deepening and developing their understanding of chronology. These anchors, essentially, are what define a subject and a strong awareness of them is essential to ensuring progression through the curriculum.

To ensure that understanding is deepened each year, in relation to each curriculum anchor, we have developed **landing points**. For each anchor, these set out the typical expectations for knowledge and skill development at the end of three key points:

- End of Year 2 (KS1)
- End of Year 4 (LKS2)
- End of Year 6 (UKS2)

Landing points are an invaluable tool in helping teachers to ensure progression within every national curriculum subject. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals.

Anchors and **landing points** have been developed for each of the following and are published within subject pages on the [school website](#):

History

Geography

Art & Design

Design & Technology



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Music

Computing

Languages (Spanish)

PE

PSHE (including Relationships Education and Health Education)

In other subjects areas (such as English, Mathematics and Science), we use the national curriculum to map progression across key stages. In RE, we use the Blackburn Diocese ‘Questful RE’ programme to map progression.

5.2 Curriculum maps

Curriculum maps are created by subject leaders (with support from the curriculum leader and headteacher) and set out the units of learning to be taught each term. At a glance, these show what is taught when within each subject and are an important tool in ensuring our curriculum is broad and balanced.

Curriculum maps for each subject are updated by subject leaders and are published on the [school website](#). Year group curriculum maps show all of the units taught across all subjects within the given year group; these are updated by the curriculum leader and are published on the [school website](#).

5.3 Planning materials and resources

To ensure all subjects can be taught effectively and to a high standard, planning materials and resources are provided by subject leaders for each unit within the curriculum. Whilst there is an element of consistency and coherence in the design of core planning materials, additional resources vary in structure and format, according to subject.

In all subjects, teachers have access to a ‘unit overview’ that sets out the key content to be taught within the unit. The format of each overview is bespoke to the subject but these also typically include: areas of focus; key vocabulary; links to anchors and landing points covered; a summary of relevant prior learning; opportunities for purposeful cross-curricular links; background knowledge and information for teachers; and a list of resources needed.

In most subjects, teachers are provided with supplementary resources and materials to support their planning and teaching. In some cases, where resources from a published scheme are used, this may include individual lesson plans and resources such as teaching slides or worksheets. All schemes used have been carefully evaluated and selected for their high quality and relevance to our context. In many cases, schemes chosen are created by (or endorsed by) subject associations such as the Design & Technology Association or the Geographical Association. Wherever a published scheme is used, resources are adapted for our context by subject leaders; further to this, teachers are expected to use them wisely and critically to support excellent teaching and meet the needs of their pupils, rather than ‘lifting them off the shelf’ and using them as they are.

5.4 Structure and timetabling

The timetabling and delivery structure of our curriculum plays a significant role in enabling it to succeed. With this in mind, we undertook a range of activities to find a structure and system that works. These activities included:

- Whole-staff discussions.
- Attending relevant professional development.
- Evaluating current research.



- Trialling different approaches.

This process, alongside an ongoing cycle of evaluation, ensures we are able to maximise curriculum time whilst acting in line with the best available evidence.

5.4.1 Basis and rationale

When considering how to best deliver our curriculum, we were very aware of:

- A. The compelling research into **spaced learning** (or '**retrieval practice**'). The concept of retrieval practice has its origins in cognitive science. It has a strong evidence base and is becoming more widely discussed amongst teachers around the globe. It is a learning approach focussed on getting information out of pupils' brains (retrieval) after it has been learnt. When we focus only on getting information into pupils' brains, we can be misled by instant recall and success – we assume that because pupils learn quickly, they will remember. This is often not the case. Pupils forget. Retrieval practice intervenes after a pupil has started to forget. They are challenged to retrieve their knowledge. It is not always easy. In a blog post, US educator Doug Lemov (author of Teach like a Champion) explains that “the fact that you must work harder to retrieve it but then do so successfully causes you to build a stronger neural pathway.” In the context of curriculum design, we were eager to ensure our curriculum was structured in a way that allowed learning to be spaced over time, providing opportunities for 'retrieval'.
- B. The advantages of longer timetabled 'blocks' in providing scope for **deep learning**. By devoting a full afternoon of curriculum time to a subject, we are better able to 'dive deep' into the learning content. From a learning perspective, we believe this will help pupils develop a stronger knowledge and understanding because they are focussed on one thing for a full afternoon – switching subjects may confuse some pupils and weaken our attempts to help them remember. There is a practical element here too – if a class are using a particular set of resources to support their learning in a subject, it is more efficient to use these resources all afternoon (rather than pack away half-way through in order to get out another set of resources). In the context of curriculum design, we were eager to ensure our curriculum was structured in a way that allowed 'deep dives' into subjects whilst using our time efficiently.
- C. The benefits of **discrete subject teaching**. We wanted to be confident in our delivery of the full National Curriculum in KS1 and KS2 – we also wanted children to develop a clear understanding and awareness of the separate subject disciplines.
- D. The opportunities we have to **link learning** across the clear and discrete subject disciplines. We wanted to grasp every opportunity we had to forge meaningful links across the curriculum – when done well, this improves engagement and enhances knowledge retention.

Our structure allows us to combine both longer timetabled 'blocks' of **deep learning** and is informed by the evidence relating to **spaced learning** and retrieval practice.

5.4.2 Which subjects do we teach and when?

Our approach involves splitting subjects into two groups. The first set of subjects (group A) are taught every half-term; this includes mathematics, English, science, PE, RE, Spanish (KS2 only) and PSHE. The second set of subjects (group B) are each taught in 3 of the available 6 half-terms; these subjects include art and design, design and technology, geography, history, music and computing.

Group B subjects have been carefully mapped across the 6 half-terms to ensure that meaningful links can be made between discrete subject areas.

5.4.3 Within each half-term, when is each subject taught?

Across a typical 6-week half-term, group A subjects are taught every week. However, it would not be practical to teach each group B subject every week. As such, we devote a series of afternoon sessions to the group



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B subjects. The teacher will look at the half-term as a whole and decide how to allocate the afternoon slots effectively so that each of the three group B subjects are taught well.

The number of afternoons allocated, and the positioning of these, depends on the subject. This ensures learning is deep across a longer, focussed afternoon lesson slots but also ensures learning is spaced over time.

5.5 Early Years Foundation Stage

The education our children receive in the Early Years is of vital importance. As such, our EYFS curriculum is carefully designed to enable children to develop a strong foundation in all areas of learning. The curriculum is broad and balanced, covering all seven areas of learning and development. It is challenging and structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills and are best prepared to continue their learning journey in Year 1.

Our EYFS curriculum is challenging and is structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills. It is broad and balanced and has been carefully planned to support our whole school curriculum and our children's continued learning journey into year one. The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is still the opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

Learning to read is central: staff teach children to read systematically using synthetic phonics (RWI) and promote a love of reading, through reading aloud and telling stories and rhymes. We use White Rose Maths and guidance from the EEF Early Maths Guidance (2020) to support our mathematical curriculum and development. Our curriculum is vocabulary rich with vocabulary development being a golden thread running through our curriculum plan. Within each unit of learning key vocabulary is identified (Tier 2 and 3) and is explicitly taught within the unit and shared with parents. This is supported by our carefully selected, high quality texts (a range of fiction and non-fiction books) that support and enhance the children's knowledge developed from each unit of learning.

Establishing a strong parent partnership is vital and we share the Development Matters 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. We establish these strong relationships by:

- Each half term parents will receive a curriculum overview to clearly explain the topic, learning and vocabulary that will be taught over the next half term_
- Each term parents are invited to a Stay and Play. These sessions will provide parents a valuable opportunity to spend time in our learning environment, engage in our continuous provision and share their child's learning with them_
- Continually throughout the year parents are encouraged to play and active role in their child's development through 'Wow Moments' where parents can record their child's WOW moments, supporting our assessment and knowledge of their child. _
- Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS team seek their support through visits and talks into class_
- At the end of each half term, there will be a parent engagement event. This will take the form of a Stay and Play session or a learning showcase. For example, Reception's Art Gallery.



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5.5.1 Our Christian Values in the Early Years

Our learning experiences, lessons and activities are carefully planned so children develop and learn effectively across all areas of their learning, as well as developing their cultural capital. Our purposeful and carefully planned continuous provision provides children with the opportunity to develop their independence and develop relationships with one another building **friendship** within class. We develop a sense of **community** through the challenges and problems we solve together and the links we have created with our local care home, Brandreth Lodge. In the EYFS we develop the whole child, placing great importance on the personal, social and emotional development of our children allowing them to grow with **compassion, love and forgiveness**.

5.5.2 Meeting the needs of our pupils in the Early Years

Each area of learning and development is planned for through a careful balance of adult-led activities, child-initiated activities and purposeful play. We set challenges for the children to complete independently, developing their determination and **resilience**. Through our curriculum, we have many opportunities to learn about the world beyond our classroom, enjoying purposeful learning experiences around other cultures, religions and traditions such as Diwali and Chinese New Year. These **diverse** learning opportunities allow for a greater understanding of the world around us, encouraging our children to be accepting, loving and kind members of society. We take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, we work alongside parents at the earliest opportunity and where specialist support is required, link with relevant services from other agencies.

Further information about our EYFS curriculum is published on the [website](#).

6.0 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:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils identified as vulnerable
- Pupils with SEND
- Pupils with English as an additional language (EAL)

We believe whole-heartedly that every pupil, regardless of their prior attainment, has the potential to achieve and excel in every area of the school curriculum.

Teachers will plan lessons so that pupils with SEND 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.

Subject leaders play an important role in supporting teachers to meet the needs of all pupils within their subject. For more information, please see the SEND Policy, the SEND Information Report and Equality Statement.



7.0 Monitoring and celebrating arrangements

Governors monitor whether the school is complying with this policy and is teaching a “broad and balanced curriculum” which includes the required subjects. They celebrate the achievements of all members of our school team who are responsible for bringing our curriculum vision alive. This is done through:

- Regular discussions with the Headteacher and curriculum leader.
- Meetings with subject leaders.
- The provision of support to subject leaders through the designation of link governors.
- Opportunities to look at/celebrate pupil outcomes (via Twitter, exercise books and visits to school).
- Opportunities, where relevant, to explore data and analysis that provides insights into the impact of the curriculum.

The **headteacher** and **curriculum leader** monitor and celebrate the implementation of the school curriculum by:

- Coaching and mentoring subject leaders.
- Celebrating excellent teaching and promoting the sharing of good practice.
- Establishing and working alongside the Pupil Curriculum Review Team to receive feedback about how well the curriculum vision is being met across school.
- Analysis of relevant assessment data (collected in line with the principles set out in our Assessment Policy).

Subject leaders monitor and celebrate the delivery of their subject throughout the school through:

- Regular professional discussions with teachers and teaching assistants.
- Speaking with pupils, including members of the Pupil Curriculum Review Team.
- Reviewing and celebrating pupil outcomes (by looking at work in books, photos shared on class Twitter pages, relevant assessment data, etc.).

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

They are responsible for liaising with teachers to ensure that all required resources are available, accessible and safe to use.

8.0 Curriculum subjects

Each subject within our curriculum plays an important role in bringing our curriculum vision alive, supporting pupils to live out our shared Christian values and overcome challenges.

8.1 Religious Education

Aim:

The aim of Religious Education (RE) at Parbold Douglas is to enable all children to develop an understanding of, and respect for, world religions, faiths and worldviews. This enables them to develop religious literacy – the ability to participate in balanced, well-informed and respectful conversations about religion and belief.

As a Church of England school with a deeply Christian vision, our RE curriculum enables our pupils to develop an in-depth, mature understanding of Christianity and its relevance to their own lives.

School values in RE:

Through our RE curriculum, our pupils deepen their understanding of our shared Christian values and recognise the relevance of these to people of all faiths and worldviews. By exploring important questions about life and belief, children are given opportunities to connect their learning to their own lives, relationships and experiences.



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Our focus on developing religious literacy enables pupils to respect and value others across the global human **community**. Pupils learn to understand the connection between faith and **hope**, recognising the deep importance of this for believers. Pupils develop an extensive understanding of the values of **love, compassion, friendship** and **forgiveness** and the significance of these to the lives of people of all faiths and none.

Meeting the needs of our pupils in RE:

Through RE, children learn to value and cherish human **diversity**. The curriculum is full of opportunities to develop an understanding of, and respect for, the perspectives, beliefs and values of others, learning to recognise and celebrate all that unites the global human family.

Overview:

Our core syllabus 'Questful RE' (developed by Blackburn Diocesan Board of Education) supports the teaching of RE across school. Through this syllabus, we ensure pupils develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection, thus deepening children's understanding of the impact of religion on the world and enabling them to express personal views with consideration and confidence. We supplement Questful RE with Understanding Christianity, a resource developed by the Church of England Education Office. The key purpose of the Understanding Christianity project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Units in Questful RE are paired with units from Understanding Christianity to ensure our children receive a deep, rich RE education.

All classes have an RE lesson on a weekly basis which constitutes an hour of curriculum time. Wider opportunities for RE beyond the classroom include visits to church at least three times a year, visitors to school, themed days and visits to places of religious interest. Our RE curriculum is also enriched by 'Good Works' (our bespoke scheme of work that combines RE teaching with the national curriculum for English) - this enables us to further embed the wonderful, life-giving story of Jesus within the minds of our children.

80% of RE curriculum time is dedicated to learning about Christianity and a minimum of 20% to other faiths and worldviews, as recommended by the Diocese of Blackburn. Lessons about other faiths and worldviews are delivered as part of each scheme of learning. For example, in the Year 1 unit 'Why is Baptism special?', children will also learn about special ways in which families of no faith might welcome a baby into the world. In the Year 5 unit 'Loss, death and Christian hope', we explore how humanists cope with loss and death. This ensures our pupils grow up to respect a range of worldviews and perspectives.

8.2 English

Aim:

The aims of English at Parbold Douglas are:

- To enable pupils to communicate effectively and to articulate their ideas, thoughts and opinions through fluent speaking and writing.
- To support pupils to become fluent and confident readers.
- To enable pupils to find out about and engage in the world around them, developing them socially, culturally, spiritually and intellectually.
- To develop the skills necessary to access and enjoy learning across the wider curriculum, underpinning a life-long love for learning.

School values in English:

Through English, our pupils are equipped to live out our shared Christian values and let their light shine by being able to engage in and respond meaningfully to the world around them. By learning to write effectively for a purpose, children understand how they can use their voice to create **community** and influence others to



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build **hope**. By writing and reading of a rich variety of texts, reflecting a range of cultures, experiences and journeys, our children develop an understanding of – and **compassion** for – the experiences of others. Engaging with texts meaningfully, our children are able to explore all of our Christian values and show **love** by empathising with others.

Meeting the needs of our pupils in English:

Across all year groups, there is a focus within English on the importance of **communicating** confidently and clearly. Through the development of talk for writing, performance poetry and fluency and prosody in reading, we enable our children to be able to speak articulately in front of an audience, presenting their thoughts, emotions and ideas coherently. By enjoying texts that reflect a diverse range of people and experiences, we help our children to recognise, appreciate and value **diversity** within and beyond our community.

Overview:

Our English curriculum covers all aspects of the National Curriculum. We teach early reading in a systematic and focussed way, using [Read Write Inc. Phonics](#) as our central resource. We have also developed a programme called [Phonics to Fluency](#) to support our children in developing fluent reading with accuracy and prosody. We use [Talk for Writing](#) to engage children in, and teach, our wider English curriculum. Grammar, punctuation and spelling are taught within the contexts of these units or, where appropriate, are taught explicitly.

To teach spelling, we follow the evidence-led [Spelling Shed Teaching Scheme](#). In designing this scheme, the Spelling Shed team have evaluated the latest spelling research and collaborated with schools and educators.

When teaching spelling, evidence shows that repeated practice, short-term retrieval and small-step goal achievement is key to spelling improvement. The Spelling Shed Teaching Scheme provides a comprehensive week-by-week spelling programme (alongside technology-driven practice games) that is designed to secure this improvement in spelling.

Further information about our English curriculum is published on the [school website](#).

8.3 Mathematics

Aim:

The aim of mathematics at Parbold Douglas is to build confidence and fluency in mathematical knowledge, concepts and skills and support students in using and applying mathematical knowledge across the curriculum and in real life contexts. We seek to foster an enjoyment and enthusiasm for mathematics and promote curiosity and fascination in seeking solutions to problems.

By securing the fundamentals of mathematics and developing **fluency**, children are then able to **reason** and **problem solve**, **applying** skills to a variety of routine and non-routine problems. **Logical thinking** and **working systematically** are also key elements of our mathematics curriculum, fostering initiative and an ability to work both independently and in co-operation with others.

School values in Mathematics:

Through mathematics, our pupils are afforded opportunities to let their light shine. In lessons they work together to solve problems, developing **community**, whilst also challenging themselves and others through competitions (e.g. through Times Tables Rockstars). Solving problems individually, and as a collective, enables the growth of **friendship** through learning whilst also nurturing **hope**, that their God-given talents may be vitally important in the future. Aspirations and ambitions are grown within mathematics, with pupils seeing and believing in themselves and the progress they make, be it in getting something correct they once found difficult or persevering through a challenge. Pupils are shown how their skills and knowledge links to the wider world, making learning relevant.



Meeting the needs of our pupils in Mathematics:

Across all year groups, there is a focus within mathematics of securing the foundations in fluency. Through daily maths recall and a determined drive to secure knowledge in the fundamentals of mathematics, pupils develop **perseverance** and are able to complete basic number calculations with ease, providing more cognitive space for the more challenging elements of the curriculum. Lesson design focusses on fluency, reasoning and problem solving, taking children on a journey through the concrete, into the pictorial and then to the abstract representations. This rich diet enables students to grow in **confidence** as they make connections in their learning and understand concepts at a deeper level.

Overview:

Our mathematics curriculum covers all aspects of the National Curriculum. We teach using the [White Rose Maths](#) scheme, which has been matched to our pupils' needs.

Teaching is further supported by small steps guidance that provides teachers with a greater knowledge of the sequential teaching steps and provides high-quality teaching resources. Alongside this, we also use [LBQ](#) and [Socrative](#) for diagnostic questioning and instant formative feedback.

We make use of additional resources to support our children's learning including [TTrockstars](#), [Numbots](#) and [Math Shed](#) which provide different opportunities for pupils to apply their knowledge. Further information about our mathematics curriculum is published on the [school website](#).

8.4 Science

Aim:

The aim of science at Parbold Douglas is to thoughtfully consider and examine God's world around us. We will look together upon the world in awe and wonder. We will consider the impact that the scientific world has upon human beings and also the impact human beings are having upon the world. Ultimately, through science, children should understand how we can make a positive change to God's world for their own and future generations.

School values in Science:

Science helps us to make sense of the past, develop our knowledge in the present and will shape our future. Through the teaching of science at Parbold Douglas, children will be given the knowledge and opportunity to understand the variety and fullness of life. Children will become knowledgeable about, as well as **thankful** and **hopeful** for, the future of our world. The teaching of science will foster a want to protect, sustain and improve God's world. Within science children will take time to consider, examine, nurture and observe. As part of this examination, children will learn to be **thankful** for all God's world has to offer; observing the changing seasons, the incredible ways living things change and develop and the amazing different habitats and creatures that can be found across the globe. As the children learn about God's world, they will understand how science can bring about positive, life-improving change and this will give them **hope** for the future. Children will understand the issues that scientific research can bring to light and the pivotal role it can have in improving and changing lives for the better. Working together through the process of experimentation and discovery, pupils will display dignity in their achievements and failures. They will nurture a sense of **community** through working together using their skills of scientific enquiry. They will also feel connected as members of a much bigger community as they learn about the intricacies of the world around them.

Meeting the needs of our pupils in Science:

Our teaching of science fosters **resilience**. Through the nature of scientific investigation, there will be failure necessitating children to revise their ideas and repeat attempts. Our science curriculum supports children to



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communicate with confidence through working cooperatively with others and presenting conclusions to their findings.

Overview:

Using practical, 'hands-on' and meaningful experiences, pupils will develop their knowledge and understanding of the world around them through a sense of excitement and curiosity about natural phenomena. We seek to develop the key scientific skills of predicting, observing, measuring, questioning, experimenting, interpreting and evaluating, whilst preparing our children for life in an increasingly scientific and technological world. We use the [Developing Experts](#) scheme to support our planning and teaching in all areas of Science, including humans, plants, animals and the environment in Biology, properties and uses of materials in Chemistry, and sounds, forces and electricity in Physics.

8.5 Physical Education (PE)

Aim:

The aim of PE at Parbold Douglas is to enable children to experience the variety of exciting ways we can keep the body we were blessed with fit and healthy, both individually and as part of a team. The children will enjoy a range of different sports, learning the value of physical activity and also developing a love for being active. We want children to be able to identify feelings and acknowledge any feelings they may have when involved in competitive sporting scenarios and not to be afraid of defeat.

School values in PE:

Through PE children will understand the values of **love** and friendship. They will be loving in their interactions and offer **friendship** to all they are working cooperatively with, be that children on their team or an opposing team. Children will be **thankful** for the opportunities they have to use their body and keep it fit and healthy. Children will experience the value of **hope** in their perseverance to achieve specific goals and help encourage this in team mates. They will foster a sense of **community** working as a team and encouraging one another and building each other up. They will learn to be **loving, compassionate** and respectful in victory and in defeat.

Meeting the needs of our pupils in PE:

Physical Education at Parbold Douglas helps to build **resilience**. It is important that pupils learn to recognise failure or defeat as an essential and inevitable part of a sporting process. Pupils are encouraged to learn to use defeat as an opportunity for reflection and also an opportunity to celebrate the success of others. Physical Education and the accompanying attendance at sports events with other schools encourages **diversity** as we work cooperatively with a variety of other children. It also encourages **confidence in communication** as children learn to greet and communicate with others they do not know well.

Overview:

Our PE curriculum supports the cumulative development of knowledge and skills throughout the Early Years and Key Stages 1 and 2. Children take part in two hours of physical education each week.

Some units of learning are led by specialist sports coaches from West Lancashire Sports Partnership and others by our teachers. We plan lessons using the PE Passport curriculum resource. This allows us to deliver high quality lessons to all pupils. The sequencing of the curriculum has been carefully mapped so that pupils build upon prior learning, make connections, and confidently develop their knowledge, skills, and techniques for a range of different physical activities and sports. The curriculum is a progressive model so that by learning and practising the content, pupils will make good progress as they move through the school.

Areas of learning include:

- Fundamental movement skills
- Gymnastics



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- Dance
- Net and wall games
- Invasion games
- Target games
- Striking and fielding
- Athletics
- Health-related fitness
- Outdoor adventure activities

During their time in school, the children will take part in a wide range of further physical activity, including Forest School, the Bikeability programme, and swimming.

8.6 Languages: Spanish

Aim:

The aim of Spanish at Parbold Douglas Academy is to equip the children with the knowledge and key language skills to understand and communicate ideas, facts and feelings in oral recital and writing. We aim to develop the children's confidence through providing practical opportunities to continually improve the accuracy of their pronunciation and intonation, using familiar vocabulary and phrases. We want children to understand across the world people communicate in many languages and to give them the gift of being able to communicate in another language.

School values in Spanish:

Through Spanish, our pupils are equipped to live out our shared Christian values and let their light shine by gaining a new perspective on the world and understanding their own cultures and those of others. Spanish provides our pupils with an opportunity to gain a skill that will allow them to share, collaborate and interact with people of different cultures and nationalities. Through our teaching, we demonstrate how communicating and practising a new language helps to build **community** and togetherness amongst our children, where they feel that they are supported by their teachers and peers to improve. Through interactive games and groupwork, the children are encouraged to show **friendship** and **compassion** for each other and understand the value of making a mistake, in helping them to move forward and learn.

Meeting the needs of our pupils in Spanish:

Across Key Stage two, there is a focus on building the children's confidence in communicating and responding with their own ideas and opinions. Through exploring patterns of language, the children are given the space to experiment and develop their **communication** with each other through **performance**. Practising learnt phrases and reciting rhymes and songs as a class, in groups or individually is aiding their progress and giving them the **confidence** in the way they **communicate** their learning aloud. Learning a new language, with a strong emphasis on the correct pronunciation will also build **resilience**, as they work to be precise and clear in their pronunciation.

Overview:

Our Languages curriculum covers all aspects of the National Curriculum and pupils are taught to:

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Appreciate stories, songs, poems and rhymes in the language
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Present ideas and information orally to a range of audiences



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We make effective use of resources from 'Language Magnet Spanish', including their curriculum materials. Further information about our Spanish curriculum can be found at our [school website](#).

8.7 Art and Design

Aim:

The aim of Art and Design at Parbold Douglas is to enable all children to produce and evaluate creative work, exploring their ideas and recording their experiences. We aim for children to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Through Art and Design, we seek to equip children with a shared global language that will allow them to communicate with others around the world about issues that matter.

School values in Art and Design:

Through our Art and Design curriculum, our pupils are given the opportunity to live out and express our shared Christian values. They learn that the creation of art is a powerful form of communication and self-expression that does not rely on the spoken word. Children learn to value art as a means of communication that transcends language barriers, building a sense of **community** with those that we may otherwise struggle to understand. Art and design gives children a global voice, allowing them to speak to others from around the world about issues that matter. Through the art they create, pupils celebrate **love** and **friendship**, whilst promoting **compassion** for those in need. They express their **hope** for the future, using drawing, painting and sculpture to develop and share their ideas and imagination. By studying great artists, craft makers and designers, pupils develop a sense of **thankfulness** for the creativity, skill and imagination of others.

Meeting the needs of our pupils in Art and Design:

Through Art and Design, children develop their **resilience** and **perseverance** by recognising the benefits of continually evaluating and improving their work. They deepen their appreciation for human **diversity**, studying, celebrating and seeking inspiration from art forms from a range of different cultures and traditions. Children become confident **creative thinkers** as they analyse their own work and evaluate that of others.

Overview:

Children are encouraged to develop their skills of observation and be involved in discussion. Children use the environment, artefacts, the work of famous artists and textiles for observation and as a stimulus for their own work. Children express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials in both 2D and 3D.

At Parbold Douglas, art is taught through specific art projects, including:

- Drawing: Portraits and self-portraits; Picasso/Hockney link (line, shape and form)
- Painting and Mixed Media: The Great Fire of London (colour and colour mixing) – colour pattern and texture
- Sculpture: Clay leaves
- Sculpture: Autumn catchers and nature weaving
- Painting and Printing: African Patterns/Animal prints
- Observational drawing
- Artist Study: Andy Goldsworthy
- Drawing: Observational drawings – plants
- Sculpture: Canopic Jars (use papier mache and/or clay)
- Sculpture: Greek Art and Vases
- Mosaics: Roman Mosaics
- Digital Media: Andy Warhol



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- Drawing: UK Landmarks – sketching, chalks and pastels
- Artist Study: Henri Rousseau
- Painting: Watercolour – paintings of Christ Church Parbold
- Artist Study: Georgia O Keefe – Poppies
- Sculpture: Islamic Art (clay tiles)
- Developing Art Skills: Mayan Art: ceramics, jewellery, fresco

8.8 Design and Technology (D&T)

Aim:

The aim of D&T at Parbold Douglas is to enable pupils to design, make and evaluate innovative products that meet human needs.

School values in D&T:

Through D&T, our pupils are equipped to live out our shared Christian values and let their light shine by developing innovative practical solutions and products to help meet complex human needs. Through our teaching, we demonstrate how practical innovation builds **hope** and **community**. By evaluating existing products, we promote a sense of **thankfulness** for the practical resources we enjoy today. Pupils show **love** and **compassion** for others by designing and making products that meet their needs.

Meeting the needs of our pupils in D&T:

Across all year groups, there is a focus within D&T upon building **resilience**. It is important that pupils learn to recognise failure as an essential part of the designing and making process. Through careful evaluation, pupils learn to recognise the importance of improving and altering designs. Through Focused Tasks (FTs), they learn that practical making techniques (such as joining and strengthening materials) require practise and that success will not come instantly.

Overview:

Our D&T curriculum covers all aspects of the National Curriculum and areas of focus include:

- Cooking and nutrition
- Mechanisms
- Structures
- Textiles
- Mechanical systems
- Electrical systems

We make effective use of resources and expertise from the Design & Technology Association (DATA), including their excellent 'project on a page' curriculum materials. Further information about our D&T curriculum is published on the [school website](#).

8.9 Geography

Aim:

The aim of geography at Parbold Douglas is to inspire in pupils a fascination about our diverse world and a passion for understanding its people and their communities. By equipping pupils with knowledge about places, people, resources, processes and environments, our geography curriculum seeks to provide pupils with a deep interest in God's worldwide family and a commitment to global justice that will remain with them for the rest of their lives.



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School values in Geography:

Through our Geography curriculum, children are encouraged to recognise and be **thankful** for the beauty and diversity of God's world and its inhabitants. Pupils are provided with opportunities to explore the geographical and human challenges faced by people and communities in different parts of the world, enabling the growth of **compassion** and **love** for those in need. Pupils develop an understanding of the importance of **community** at a local, national and global level – they appreciate how sudden and gradual changes can alter communities and livelihoods. Pupils deepen their understanding of the world's climate and its importance in sustaining life; they explore climate change and its impact on communities across the globe. Children learn about opportunities to respond to the climate emergency, developing **hope** for the future of our global home.

Meeting the needs of our pupils in Geography:

Geography is taught across school and learning needs are carefully catered for so that it is accessible to all. By exploring different cultures and communities, children develop a greater appreciation for human **diversity** and the ways in which this enriches society. Through structured geographical enquiry and fieldwork, pupils learn the value of **resilience** and **perseverance** as they seek answers to complex questions. Children are encouraged to work practically, articulating their understanding through a range of platforms – this develops their ability to **speak with confidence** in front of others.

Overview:

Our geography curriculum covers all aspects of the National Curriculum. Areas of focus include:

- The UK and our local area
- The world and continents
- Physical themes
- Human themes
- Understanding places and connections
- Map and atlas work
- Fieldwork and investigation

Further information about our geography curriculum can be found on our school website.

8.10 History

Aim:

The aim of history at Parbold Douglas is to enable children to gain a coherent knowledge of the past and to understand the powerful role that this knowledge can play in helping us all shape and improve God's world. History at Parbold Douglas should inspire pupils to be curious, ask questions and consider past events carefully, understanding the relevance to life today.

School values in History:

Through history, our pupils are equipped to live out our shared Christian values and let their light shine through learning about past events, making connections and drawing contrasts. Pupils will begin to understand how the behaviours of individuals and cultures have far reaching and long lasting influences. They will be empowered to realise they are creating history in the choices they make and the way they live their lives.

Through learning about the history of our local area and local Church we embed a sense of **community**, feeling united and blessed to be part of the special area where we attend school and Church. Through our discussions of past behaviours, we demonstrate how learning from the mistakes of the past builds **hope** for the future and helps us to create God's Kingdom here on Earth. Learning about the significant achievements of groups and individuals from the past, we promote a sense of **thankfulness** for the great discoveries and progress that has been made which allow us to live the lives we do today. Pupils show **compassion** for others by understanding



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some of the difficulties faced by some groups in society in the past, how the effects of this can still be felt many years later and how people act to bring about change.

Meeting the needs of our pupils in History:

In many units across the key stages there is a focus on other cultures which helps our pupils understand the **diversity** of society. They learn how, for many years, people have travelled across the world for many reasons, bringing new knowledge and ways of life and diversifying and enriching societies further. Many topics within our history curriculum are enriched with drama and debate, encouraging the children to **communicate with confidence**. Understanding how past events and mistakes contribute to the success of the future, helps embed **resilience** in our children. They come to understand that mistakes are part of a process of learning that leads to progress.

Overview:

Our history curriculum covers all aspects of the National Curriculum and areas of focus include:

- The children's own history and how they have changed over time
- The Great Fire of London
- Children in World War One
- Great Explorers (significant individuals)
- Tudor Kings and Queens (significant individuals)
- The Titanic
- Stone Age to Iron Age
- Ancient Civilisations- Egypt, Greece, Maya
- The Roman Empire
- The Settlement of Anglo –Saxons to the time of Edward the Confessor
- The Battle of Britain
- Local History Studies (Leeds- Liverpool Canal, Christ Church Parbold)
- Constant Change: Modern Technology and Communication
- The Transatlantic Slave Trade

8.11 Computing

Aim:

Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world.

School values in Computing:

Through computing, our pupils are afforded the opportunities to live out their Christian values and *let their light shine* through learning, devising and implementing solutions to problems. By teaching concepts and approaches, we demonstrate how ideation and innovation builds **community** and solutions bring **hope**. By tinkering and debugging, we promote a sense of **forgiveness** in ourselves and **compassion** for others that we make mistakes and can learn from them.

Meeting the needs of our pupils in Computing:

Across all year groups, there is a focus within computing upon building **persistence**. It is important that pupils learn to recognise failure as an essential part of the computing process. Through debugging, pupils learn to recognise the important of finding errors and implementing solutions. **Perseverance** becomes important when numerous implemented solutions do not work and **collaborating** with others can be the unlocking of a solution.



Overview:

Our computing curriculum covers all aspects of the National Curriculum. By the time they leave us, children will have gained key knowledge and skills in the three main areas of computing:

- Computer Science - programming and understanding how digital systems work
- Information Technology - using computer systems to store, retrieve and send information
- Digital Literacy - evaluating digital content and using technology safely and respectfully

The Anchors and Landing Points devised for each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Numerous additional resources support the implementation and delivery of the curriculum including [Barefoot](#), [NCCE Units](#) and [Apple Teaching Code](#) resources.

8.12 Music

Aim:

The aim of Music at Parbold Douglas is to deliver a broad music curriculum which aims to deepen the understanding of musical skills and concepts and engages and inspires our pupils to develop a love of music as well as their talent as musicians. Through this enriched curriculum, we nurture and celebrate the accessibility of music for all. We embrace the unity music brings, as pupils experience a variety of music styles and explore, listen, appraise and perform.

School values in Music:

Through music, our pupils experience the joy that comes from performing together as a collective **community**. They experience the power the feeling of togetherness brings as they perform in unison. Children will develop a real sense of **friendship** as they work with their peers, developing their skills and sharing in their enjoyment of music. **Music connects us to God in a unique way**. Singing allows a part of our hearts to speak to God in a way that doesn't happen as we hear the spoken word. Music is one of the ways in which we express our **love** towards God, with our whole being, and aim to show this **love** to the whole of God's kingdom. Children will be **thankful** for the musical gifts of themselves and others, which allow them to express feelings and emotions in a special way. They will explore many emotions that music encourages them to feel such as **hope** and **love**.

Meeting the needs of our pupils in Music:

Across all year groups, the aim is to develop children's ability to express themselves through music. All pupils are given opportunities to develop **resilience** by learning new skills and developing and improving those skills. They are encouraged to **communicate with confidence** and **perform** throughout each unit. The children also listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. By exploring a wide range of genres from many different cultures, our pupils recognise the value of **diversity** and the joy and impact of music across the world.

Overview:

Music is a universal language that embodies one of the highest forms of **creativity**.

At Parbold Douglas, our Music curriculum covers all aspects of the National Curriculum. We use the Charanga scheme of work to both structure and inform our planning. This scheme uses a repetition based approach, allowing constant retrieval and mastery as musical skills are re-visited and established. The learning within this Scheme is based on:

- Listening and appraising;



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- Creating and exploring;
- Singing and performing.

We make use of additional resources to widen the children's skills and appreciation of music. These include:

- Sing Together Project with Blackburn Cathedral
- Peace Proms
- Parbold Brass Band
- National Sign2Sing Project
- Community events (often performing with local schools within the village)
- Church events
- Songs of worship on a weekly basis

8.13 Personal, Social, Health and Economic (PSHE) Education

Aim:

Our aim in PSHE is to promote children's personal, social and economic development, as well as their health and wellbeing. This is done by giving our children the knowledge, skills and understanding they need to lead confident, healthy, content, independent lives and to become informed, active, and responsible citizens. This will encourage them to transform society, building God's Kingdom here on Earth.

School values in PSHE:

The HeartSmart programme, which we use as a platform for delivering PSHE, aims to build resilience, strengthen emotional intelligence and develop active empathy. Fundamentally, it teaches our children to **love** and accept themselves as well as loving and respecting each other. Children will show **compassion** for others and learn how to build and maintain **friendship**. They will be **thankful** for the gifts they have been blessed with and want to use and share their gifts with others. Children will learn how to deal with conflict and offer **forgiveness** and move on from disagreements. Children will experience a sense of **community** as they feel they are a special and unique part of a class, school and Christian family. They will be **hopeful** and excited for what they will have to offer the world as they grow and learn. Our Heartsmart programme helps to thoroughly embed these school values, putting them into real contexts that can be practised not only throughout their time at school, but into their futures.

Meeting the needs of our pupils in PSHE:

The main focus of HeartSmart is to ensure that children are looking after themselves by educating their hearts, as well as their minds. Through our PSHE curriculum, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle to deliver this. As they feel comfortable and confident with themselves they will learn to understand mistakes are part of learning and build the **resilience** to accept and move on from mistakes. HeartSmart teaches all of our children how to express what's happening in their hearts, what they're feeling and the correct language to help explain this. This will help them to be clear **communicators** and feel confident communicating in a variety of contexts. They also learn about the **diversity** of the society we live in and celebrate differences as well as similarities.

Overview:

The HeartSmart programme has 5 different units, whose main areas of focus are:

- Relationships
- Health and wellbeing
- Living in the wider world

A fuller overview of our PSHE curriculum can be found on our school website or through HeartSmartTV.



8.14 Relationships and Sex Education, and Health Education

As of September 2020, it was compulsory for all primary schools to teach Relationships Education and Health Education, as set out in [guidance](#) from the Department for Education. This sets out key learning content and advice around providing age-appropriate teaching.

Aim:

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other, whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop and grow through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

School values in RSE:

Our school values are woven through our RSE (Relationships and Sex Education) curriculum. There is a key focus on **love**. At the heart of our curriculum is the importance of **loving**, caring relationships, which allow for **forgiveness** and reparation of mistakes. We teach children to be appreciative of those around them, developing **thankfulness** for everyone we have a relationship with. Children will learn that building positive, healthy, forgiving relationships with others, leads to long lasting **friendship**.

Meeting the needs of our pupils in RSE:

Within our RSE curriculum we highlight to the children the importance of **communicating with confidence** and rehearse this skill as we courage them to express thoughts and emotions. This ensures that children have the confidence to communicate in order to build loving relationships with others. This is also paramount to ensure the children have the confidence to speak out about their emotions when they are uncomfortable with something or wish to say no. Our RSE curriculum teaches the children about **resilience** in the context of relationships, as includes discussions about helping our pupils to cope with a difficulties within a relationship. Children explore how to resolve a dispute, while being taught to understand that disagreeing with someone doesn't mean that they don't love us or we don't love them. As part of our RSE curriculum we teach children to understand that there are many different types of families and relationships to help them understand the **diversity** within family units.

Overview:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). To support the consistent and progressive approach of RSE across EYFS, KS1 and KS2, we use planning and resources from Heartsmart. All planning and resources ensure that there is a full coverage of the expected content including consistent use of vocabulary and explanations. Teachers adapt lesson content in response to pupils' needs and following delivered sessions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships



- Being safe

9.0 School closures: Curriculum scenario planning

Whilst extremely rare, an emergency scenario (such as a virus outbreak, adverse weather or severe damage to our buildings) may result in temporary school closure. In these circumstances, our curriculum will, wherever possible, be delivered to pupils at home using the technology available to us.

9.1 Remote learning structure

Our online learning platform (Showbie) will be used as the central tool, wherever remote learning is appropriate or required. This enables teachers to set tasks and provide interactive teaching content for their pupils. Pupils are able to complete learning tasks and submit them to their teacher within Showbie. Teachers can then check work and provide appropriate praise and feedback or address misconceptions in future teaching (in line with our Feedback Policy).

Clear guidelines, expectations and systems are in place to promote and maintain the safe use of Showbie by all.

9.2 Communication with parents and families

Communication with parents and families during school closures will usually be via the ParentApp. Messages and instructions will be sent directly to pupils within Showbie.

If there are questions or queries, parents and families can make contact with school in the usual way.

9.3 Remote learning: Curriculum design

In all areas, learning will reflect the curriculum that would be delivered in school.

For more information, please see the Remote Learning Policy.

10.0 Policy evaluation and review

This policy will be reviewed every three years by the Curriculum Leader, Headteacher and Chair of Governors. At every review, the policy will be shared with the full governing board.

Policy evaluation and review

The policy is reviewed every three years, or more frequently as required.

Date of last review: November 2022

Date of next review: November 2025

